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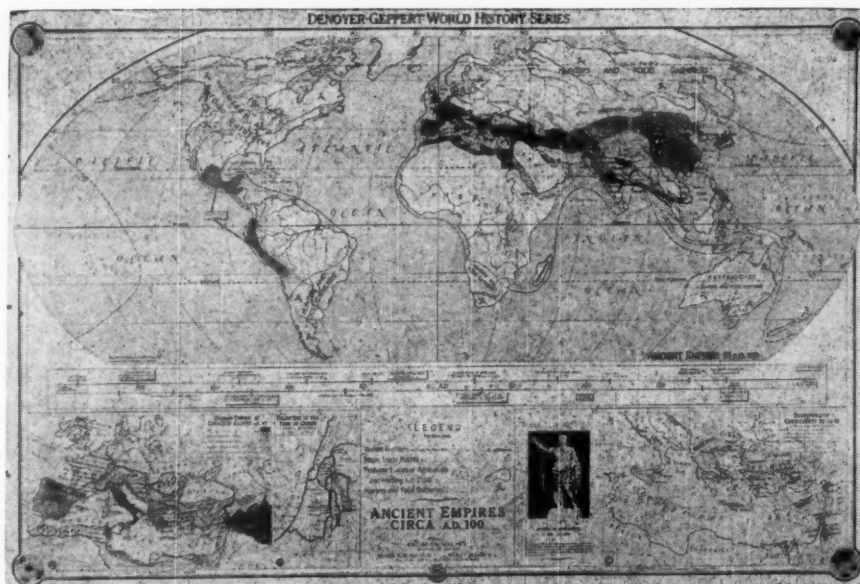
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Editor's Page

THE HOUR GLASS

THE hour glass which appears above the table of contents on page 269 is a symbol of the inexorable passage of time. It is a symbol all of us would do well to keep in mind, for it is becoming increasingly clear, even to the most apathetic among us, that the fate of civilization now hanging in precarious balance, depends upon decisions that must be made in the weeks and months and years that lie ahead.

The decisions are being forced upon us by immediate issues such as the Berlin crisis, by the larger issue of an aggressive communism, by the still larger issue of a world being changed with frightening rapidity by modern science and technology, and by the largest issue of all—the revolution that is transforming mankind's outlook upon the world around him. Of all the revolutions now convulsing the world, none is so far-reaching as this revolution in man's thinking. We sometimes call this "the revolution of rising expectations."

Throughout almost all of recorded history, men lived out their lives without even dreaming that the power to control their destinies lay in their own hands. To be sure, men rose in revolt against oppressive rulers, but these revolutions had limited objectives. A new government might rule more wisely, deal more justly, even redistribute land and thus provide for the landless. But no one, not even the most visionary of the revolutionists, dreamed that the standard of living could be substantially raised, not only for the people of his own country but for people in other lands as well. Few if any questioned the belief that most men were destined to live in the shadow of poverty.

The revolution of rising expectations first began in the Western World, and not least of all in these United States. It grew out of and was nourished by two related developments, both

of which are now encompassed within what we refer to as "democracy" or "The American Way of Life."

One of these developments was political, centering in the belief, as Jefferson expressed it in the Declaration of Independence, that governments derive "their just powers from the consent of the governed," and that all men "are endowed by their Creator with certain unalienable rights [and] that among these are life, liberty, and the pursuit of happiness."

The other development was the rise of modern science and technology, which through the years has given man increasing mastery over his physical environment, taught him to use natural resources that through all the previous reaches of history had remained buried in the earth, put in his hands literally unlimited sources of power, and through industrialization provided him with a steadily and in our time rapidly rising standard of living.

Until recently the revolutionary concept that man could in fact control his destiny was confined for the most part to the Western World. Only during the past generation, and particularly since World War II, has this realization begun to sink into the thinking of the great underdeveloped areas of the world. Today this revolutionary idea is spreading like wildfire, with the result that all men everywhere are looking at the world around them with new hope and demanding for themselves the right to a better way of life. It is this, the revolution in men's thinking, that represents the greatest challenge to confront the human race since man first walked the earth.

The problem we face is infinitely complex. The population explosion, itself a product of striking developments in medical science, threatens to cancel the advantages gained in

(Continued on page 320)

The Class of '61

Albert N. Cousins

WHEN the last diploma was finally handed out late this summer by our some 1,975 colleges and universities, this year's graduates, it was estimated, numbered about 495,000. They comprised the second largest class in our history. Only in 1950, when 498,586 students completed their studies in the peak GI-Bill graduation year, were more degrees taken.

What of this Class of '61? Who are its members? What do they think? How well prepared are they? What are their prospects? Is the Class of '61 aiming, as Cardinal Newman believed the university trained should, "at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life?"

Its opportunity is great if not entirely clear. Never before has educated brainpower been so much in demand. Masses of intellectuals are called for by the growing complexity of organization and the unprecedented rapidity of technological and social change. They are needed to man the network of services synonymous with contemporary society in peace no less than in time of war.

The scientific revolution is in full swing. The Department of Labor observed in the 1950's that for the first time professional, office, and sales workers exceeded the number of persons engaged in manual occupations. Higher education is essential as never before. As Leonard S. Silk, economics editor of *Business Week*, points out,

"I became especially interested in the Class of '61 at the beginning of this academic year when I was elected faculty adviser of our own senior class," the author writes. Dr. Cousins, who has contributed to a number of professional journals, is Associate Professor of American Studies at Fenn College in Cleveland, Ohio.

business and industry as well as government and the military are pinched not only for specifically trained men and women but also for "outstanding organizers and leaders—those who set the goals that stir others to their best efforts."

The fatter salaries being offered this year's baccalaureate holders suggest that if the Parkinsonian bureaucratic world is not genuinely challenging their merit, at least it is welcoming them in comfortable fashion. To say the least, however, this generation of college students are not the starvelings of the traditional Left Bank. In the fall of 1959 senior women at the University of Alabama recommended that an entering student have a minimum wardrobe that included nine sweaters, six to eight skirts, four blouses, and four pairs of shoes. It turned out on unpacking that the Freshmen actually averaged 15 sweaters, 15 skirts, 13 blouses, and 10 pairs of shoes!

Starting salaries are currently thought to be running 3 to 5 percent higher than last year. According to Arthur Goldberg, Secretary of Labor, the typical beginning monthly salary of a male graduate is now \$470.

A College Placement Council survey has shown electrical and aeronautical engineers receiving the best bachelor's degree offers, averaging \$553 a month. At the bottom as always, liberal arts graduates are presently being recruited at under \$450. Although certain fields are over-supplied—notably advertising and public relations, journalism, personnel, entertainment, and industrial relations—Robert F. Herrick, Director of the Council, thinks as far as openings are concerned that 1961 may turn out fractionally better for graduating students than 1960.

The college careers of the members of the Class of '61 span a quadrennium in higher education remarkable for rapid expansion. From the fall of 1957—incidentally, the season of Sputnik I, making this year's graduates the first educated entirely in the space age—to the beginning of academic 1960-61, our national collegiate student body grew from 3,068,000 to 3,610,000; the

country's college and university staff, from 251,865, to 272,000; and operating expenditures in higher education, from \$4.5 billion to probably more than \$5 billion.

The increase in enrollment coupled with the anticipation of a "tidal wave" to come gave birth to a boom in educational construction. In 1957-1960 fully 5,540 buildings went up on American campuses at a cost of approximately \$3,208,000,000.

Since 1957 significant shifts in the academic interests of students have been observed. Liberal arts enrollment has increased, owing primarily to preparation for advanced study. In fact, graduate work has become a major educational enterprise. Perhaps 10,000 doctorates will have been taken in 1961, a year that is something of a higher-education centennial, for it was in 1861 that Yale awarded three Ph.D.'s, the first in United States history.

The number of Freshmen choosing engineering was the highest ever in 1957-58, and then dropped 7.6 percent in 1958-59, and again 4.7 percent in 1959-60. Since then it has leveled off. It should be noted, however, that during those years there was a compensatory rise in the number of mathematics and science majors, partially accounting for the new popularity of the arts and sciences.

The ranks of students preparing to teach were also bolstered. The National Education Association reports that 139,061 persons, a gain of 6.8 percent over 1960, will meet teacher certification requirements this autumn. Of these only 102,000 actually entered classroom service in September. Since 240,000 were needed in all, relief from the chronic teacher shortage is nowhere yet in sight.

Enrollment in business administration, which grew greatly in the last decade, is now virtually at a standstill. Sluggish beginning salaries for general business trainees, generally under \$450 a month, denote the market weakness. Accountants though are more in demand, principally as a result of the strong interest today in data processing. A slight seesaw movement, a percentage point up or down, has been apparent for several years in agricultural enrollments. No doubt the farm glut and the uncertainty of the future of agriculture are reflected in these fluctuating enrollments.

Except for a few Korean ex-GI's, a rare aging and handicapped World War II soldier, and a scattering of war-orphan students, the close of

the 1957-1960 period witnessed the end of the wave of veterans through our colleges and universities. "Today for the first time in years," Henry Nash Smith, Chairman of the English Department of the University of California at Berkeley, has said, "we're seeing a generation of youngsters who have what we might term 'normal' youthful reactions to the world around them."

The trend to public education at the collegiate level was already pronounced in 1957. It has mounted since. State and municipal institutions grew more rapidly in 1957 than the total student body. For 25 years beginning in the early 1930's, students were about evenly divided between public and private schools. Then in 1957 better than 60 percent of all first-year students entered public institutions. This brought to 57 percent the number of students who were attending public colleges and universities.

The role of the federal government in higher education took on vastly new proportions following 1957. In fiscal 1958 the Eisenhower Administration was responsible for spending \$710,000,000 on college and university projects. This figure compares with only \$27,000,000 in 1939-1940, a contrast that, since Washington is interested chiefly in research, has led Harvard's Nathan Pusey to observe, "If there has been a single dramatic change within our universities during the past two decades, it is in the enormous increase in the amount of research now done within them." Howard Babbidge of the U.S. Office of Education has estimated that in 1960-61 the contribution to higher education of the Eisenhower-Kennedy budget will be found to amount to between \$1.5 and \$2 billion. The National Science Foundation is of the opinion that more than two-thirds of all research expenditures in United States colleges and universities now originates with the federal government.

Only to a degree do our college graduates realize America's potential intellectual power. Little more than half of the superior 20 percent of our high school graduates go to college at all. And only about 60 percent of the intellectually top 1 percent of our college-age youth graduate from college. While a higher than average percentage of Jewish young men and women enter college, a rather small number of Negroes do. Financial difficulties and lack of motivation are

mainly responsible for failure to get to college. In the Negro's case, of course, political discrimination plays a part. The U. S. Commission on Civil Rights recently reported that as of 1959-60, "at least 86 of the 211 public higher educational institutions formerly for white students only in the 17 Southern states continued to exclude Negro applicants on the ground of race in violation of the law of the land."

One thing is hardly surprising. In the four years following 1957 a college education became steadily more expensive. In 1957, Office of Education figures show, a year in school averaged \$1,500, exclusive of clothing, travel, entertainment, and incidentals. *School Management* reported that in 1960-61 basic expenses at member colleges of the College Entrance Examination Board typically were \$1,763.

Accompanying the rise in the cost of higher education has been a noteworthy change of attitude toward borrowing for educational needs. Students borrowed \$115,000,000 in 1957, and \$430,000,000 in 1960-61, \$71,000,000 under the National Defense Education Act. Greater interest is continually being shown in long-term, low-interest, unsecured loans from both colleges and banks, of the type now authorized by the NDEA.

With the rush to college now in progress, many institutions have been seeking more selective admissions standards as a means of improving the calibre of their student bodies. Nevertheless, this is not preventing students with lower measured academic aptitude and poorer high-school achievement from finding institutions to accommodate them. Frank H. Bowles, President of the College Entrance Examination Board, divides schools into three categories according to their admission criteria. "Preferred" institutions, numbering perhaps 150, are highly selective. The 700 to 800 "standards" colleges and universities, three-fourths of them public, are moderately demanding. Finally, there are some 800 "easy" ones with comparatively low entrance requirements.

A select committee of the American Educational Research Association, reviewing recent scholarship pertaining to collegiate policies and practices, concluded that the years 1957-1960 ended a decade of unusual interest in higher education. Most writers were sharply critical of our system, especially in view of the Soviet educational and scientific challenge. Institutions were urged to resist societal pressures preventing

them from pursuing intellectual excellence. Philip H. Coombs of the Ford Foundation and now Assistant Secretary of State for Educational and Cultural Affairs was quoted as saying emphatically, "Almost everything that the schools and colleges are doing is obsolete and inadequate today. This applies to the curriculum, to the arrangements for teacher training, to textbooks, to organization, to methods of teaching and learning, to school architecture."

College aims are being changed in response to such censure, though how effectively remains to be seen. The AERA surmises that despite much planning and reorganization, curriculum theorizing is still largely unguided speculation; curriculum research, "dust-bowl" empiricism; and curriculum practice, rule-of-thumb guesswork. Still new winds of doctrine are blowing across our campuses.

In the Civil War era a college education was conceived of by the institutions of higher learning as a means of achieving superior mental discipline. Accordingly, great stress was laid on rote learning. By the time of World War I American society had moved into the stage of high consumption, urbanism, and industrialization. Social and occupational training became the grand objectives of college study. The elective system, open-shelf libraries, laboratory practice, and graduate study were the means by which the traditional rigidity was eventually broken.

Since the Great Depression and especially since World War II, college has been invested with a greater sense of public responsibility. Institutions of higher learning are thinking of their mission as clarifying the meaning of democracy, strengthening free society, cultivating the nation's supply of trained and talented manpower (particularly scientific and professional leadership), fostering international understanding, and achieving cultural quality. Combined with this role is another one: developing the individual student's distinctive human qualities in the interests of greater creativity, critical thought, and disciplined initiative.

While the Class of '61 was in college, curriculum development was under way in the typically American piecemeal, pragmatic fashion. More than educational theories or research findings, social pressures continued to be influential in shaping curricular policies. Population growth, the business cycle, war, the shift from an agrar-

ian to an industrial economy, and technological change have all at one time or another been powerful causal factors in education. The cold war is, of course, one such force today.

As a result educators have taken three positions. One is that colleges should try to mold society. The second, that they ought to submit to social trends. And the third, finally, that they should operate as best they can as a countervailing force to outside influences, which willy-nilly drive education from one goal to another. For example, at one time the institutions of higher education are being exhorted to train more engineers so we can catch up with the Russians; at another, to make the education of intellectuals for the emergent nations of Asia, Africa, and Latin America their primary purpose.

One social condition, the expected shortage of teaching personnel to cope with mounting enrollment, has perhaps more than anything else been directly responsible for the hectic appraisal and revision of curricula and teaching methods now taking place. The Fund for the Advancement of Education has been leading the movement for the better utilization of teaching resources. Much frantic effort is being devoted to clarifying the proper place of lectures and demonstrations (reasonably good for information conveyance and expert interpretation); discussion methods (they require competent leadership); laboratory instruction (preferably for real problem solving, not cookbook exercises); and others, too, including self-teaching machines, audio-visual aids, advanced placement, closed-circuit TV, and independent study, both standard and "honors."

Anyone who respects evidence and attempts to fathom the attitudes of the Class of '61 is bound to be wary of facile generalizations. Except for occasional subjects on which data have been systematically gathered, such as student preferences regarding college architecture, the only possible conclusions are such as to disappoint both the sensation-monger and the dogmatist. Edwin D. Farwell, Paul A. Heist, and T. R. McConnell write in the *Encyclopedia of Educational Research* that psychological studies show "college students are, by and large, a rather normal and non-deviate segment of our society on most personality characteristics." Probably a similar judgment is in order concerning the social, economic, and political views of our students.

Writers disagree on whether today's college student is inclined to liberalism or conservatism. Raymond Moley believes college youth is conservative as a kind of negativist reaction to the automatic liberalism of their professors. The average college teacher, probably in his 40's, is a product of the climate of opinion surrounding Roosevelt's Second New Deal. His students—and even the member of the class of '61 was born in 1938 or 1939—never experienced the depression. They are, however, said to be sensitive to the aftermath of the policies adopted to fight it, such as "fiscal irresponsibility" and soft internationalism."

Time is of the opinion that a conservative tide is running on our campuses. The conclusion has been challenged, as by Alan C. Elmo, as based on biased sampling topheavy in elite institutions and colored by exaggerated reporting in the conservative metropolitan press. Be this as it may, a number of student organizations subscribing to the laissez-faire philosophy have recently sprung up. There are the Intercollegiate Society of Individualists, Young Americans for Freedom, Yale's Callipoean Society, the Conservative Club at the University of Wisconsin, and the Student's Committee for Congressional Autonomy with chapters at perhaps more than 30 schools. The last opposes the National Student Association's position that the House Committee on Un-American Activities must revise its procedures or be abolished.

The impression is not easily shaken off that current college students, including the Class of '61, are no longer the reclusive "apathetes" devoted to "privatism" which students probably were throughout most of the 1950's. The outstanding portrait of the student of the mid-fifties was drawn in Philip E. Jacob's *Changing Values in College*, published in 1957. Jacob described the typical student as "gloriously contented." Although students expected a major war within 12 years, they were more concerned with status seeking than world affairs. And, paradoxically, despite the fact that they were sure they would be living in a changing society, at the same time they upheld social conformity and political orthodoxy.

Students have begun to display a more militant interest in political issues even though it still seldom takes any active form. The lunch-counter sit-ins attracted some student participation and a good bit more cheering from the side-

lines. There was even a "march" on Washington in opposition to Jim Crow, and a demonstration by Antioch students on the steps of the Ohio Statehouse against our interventionist backing of the anti-Castro invasion. Protested, too, have been the disloyalty disclaimer affidavit of the National Defense Education Act, compulsory ROTC, the resumption of nuclear testing, and the execution of Caryl Chessman.

This renewed concern for politics, however, is probably more moral than political. An uncritical anti-Communist nationalism is assumed well-nigh universally, and no basic institutional changes, such as nationalization or wage and price controls, are generally advocated. Political participation is directed mainly at securing fair play, principally regarding civil rights, rather than specific reforms. For example, compulsory ROTC was denounced not as militarism but as a waste of time intellectually.

A strong student movement is the creation of political discussion groups, such as Challenge at Michigan and Yale, Concern at Ohio Wesleyan, and Tocsin at Harvard. Having been taught that social and political issues are very complex, students are understandably diffident about saying or doing much about them. In the religious life of today's college student, a widespread phenomenon is the study forum. It has been established in many places in order to explore religious beliefs although not necessarily with the intention of having them carry over into practical affairs. Among the systems currently being studied are those of Zen, Buber, Robert McAfee Brown, Dietrich Bonhoeffer, and the existentialists.

In spite of such a scholarly attitude, students seem to be abandoning the "Beat" doctrine of futility and becoming at least "emotionally committed." The success of student agitation to affect educational policy itself should help to break down their caution about action. In 1958 University of Wisconsin students petitioned for more challenging courses. At the University of Chicago undergraduates organized opposition to graduate-school domination of the general-education core. At Wesleyan only last year students carried out successful formal conferences on the problems and opportunities arising from liberal education.

David Riesman has perhaps written with more authority about the mind of the college student than anyone else has. Inevitably drawn to the mammoth firms for a job, he says, the

college graduate resigns himself to a sterile, impersonal milieu in which he feels he will be unable to avoid being an accomplice to the perpetration of a "racket." Even the churches, Hugh Thompson has observed, are thought to be merely institutions, like schools and labor unions, interested basically in preserving themselves. That is partly the reason why the college student often resents the Christian critique of our socio-economic order. He thinks it smacks of hypocrisy.

The federal government's 35-40 percent rate of acceptances to job offers in engineering compares favorably with that of industrial recruiters able to offer higher salaries. This fact may mean that the low prestige and compensation of civil service are in many minds less unattractive than the unsavory climate in which business and industry are believed to operate.

In compensation for his occupational martyrdom, the college graduate plans to build a "suburban nest." There, with his wife and children (W. W. Rostow has called their upbringing the "strenuous life" following the high-consumption stage of economic history), he will find a sanctuary from the "ulcerous competition for large business stakes."

Valborg Anderson, who teaches English at Brooklyn College, confirms this "detachment which is not withdrawal, this appraisal of the world which is critical but not hostile, this silence which is not exactly passive and distinctly not 'Beat,' this face biding its own time." In a recent *Atlantic* she accounts for this orientation not on economic but psychological grounds.

These students are the first generation to have been reared in a clinical instead of moral atmosphere. Freed of accountability for their acts (since behavior is environmentally conditioned), they mistrust themselves for this very reason, because they do not think of themselves as the authors of their own conduct. Hence they are onlookers even of themselves. Rather than personal reactions they give standard opinions. They "mask" their personality in keeping with the normally relative character they believe they are supposed to have.

As the members of the Class of '61 move out onto the non-academic stage, one is tempted to paraphrase William Penn's admonition given in 1693 to a much earlier generation, that they be Men no less than Scholars, that they Speak as well as Know.

The College Survey Course in American History

Henry F. Graff

THE COLLEGE survey of American history is unique among undergraduate offerings. The student who takes it is more than vaguely aware in advance of what its contents will be and, indeed, that he has been, as he likes to think, "through it before." The explanation is not far to seek: American history as an academic discipline is similar not only on the fifth-grade level, the eighth-grade level, the high school level, the college level, and even the graduate level, but also from college to college. The materials we deal with and the questions we ask are always fundamentally the same. It is principally the maturity of the response we expect that differs. This fact is the starting point for analyzing any American history survey course. That there is among us college and school historians this consensus as to what constitutes the stuff of an American history survey enables us to come to grips with the problem of how to differentiate one version of the course from another and, in particular, the college course from the high school course.

In a college course, first of all, we treat "interpretations" as part of the warp and woof of history rather than as merely interesting intellectual exercises engrafted upon *The Book*. (*The Book* is the textbook, sharing in the student's mind, as we know, an awe reserved only for the Bible and the family album.)

Students find out early that in any history course a textbook is the adhesive which binds their studies together. In a college course, however, it must never become a book of devotion,

nor should it be learned by heart. Students discover that the authors of textbooks make mistakes—of all kinds. Some college students even know as their professors the authors of their textbooks, a sure antidote to any intimations of infallibility.

The college student willy-nilly also becomes aware of the variety of views that constitute historiography, and he learns that events are not all black or all white—that they are often gray, and a variety of shades of gray at that. He discovers in a good college course, too, that the causes and effects of historical events do not occur only in the magic numbers of three, five, and ten. He begins to see that there may be six good reasons for this or that to have happened, and maybe one acceptable half-reason. It is difficult to grade such students, but the game is worth the candle and the midnight oil. The student becomes more comfortable in one sense and less comfortable in another with the thing we call history. In the process he experiences what we call "intellectual growth."

Secondly, students in a college course can be taught ideas—big ideas and little ideas, and those of in-between size. They can thus experience some of the pleasures that the playful mind cherishes. They can, for instance, dwell temporarily in a world in which Jefferson and Hamilton are shown to be more similar than different, and discover the slight shadings and gradations in the thought of both which make our past so alluring to contemplate. This sensitivity is difficult to teach and to enjoy, and I suspect it cannot be done until college. I have often reflected on how we have made it traditional on the lower levels that Hamilton and Jefferson should be at war with one another: one tall, one short; one clear-headed, one muddled; and so on. I remember how it outraged my dramatic sense, when I was a high-school youth, to realize that it was Aaron Burr rather than Jefferson who did Hamilton in.

Thirdly, the student in the college course can be taught not only facts but the usefulness of

Dr. Graff, Chairman of the Department of History at Columbia University, is currently serving as Chairman of the Advanced Placement Committee in American History of the College Entrance Examination Board. He is the author of a number of articles and books, and co-author (with John A. Krout) of the high school textbook, *The Adventure of the American People* (Rand McNally and Company, 1959).

facts. We who teach survey courses on the college level discover each year that our students are skilled at "fact-discussing" but are not over-supplied with the facts themselves. Students can talk *about* the Kansas-Nebraska Act far better than they are able to state its provisions. The good college course, because it is also dealing with ideas, can teach the student that facts are like the scaffolding on a building under construction. They make possible the structure, even though some, if not all, may be removed or fall away later when the structure is completed.

Fourth, a college course *must* interest students. Undergraduates do not have to be bored. The course is not compulsory as it is in the secondary school, nor is it taken compulsively as courses are sometimes taken in the graduate school.

The task of interesting its history students places a burden on the college to make sure that its United States survey courses are presented by beguiling teachers. The survey at Columbia College is, I am sure, not more impressive as a model than comparable courses offered in other leading institutions, but it is the one I know best, and it is the one I have had a hand in teaching during the last 16 years.

Each of the instructors presenting this course employs slightly different organizations of the material. This variety is actively encouraged in order to arouse the best performance, which, I need not say, often is directly related to the teacher's personal interest. One colleague, for instance, dwells extensively on the explorers, while I, no more worthy than he, spend more time on American politics both of the middle period and the twentieth century. Still another colleague expends greater energies than either of us on intellectual history—a tack which I disapprove of, but which I studiously avoid commenting upon to him. The only agreement among ourselves is that somehow we manage to reach the Civil War, lest in the ordinary switching of sections at mid-year some of the students should complete the course with a different instructor, never find out how the War ended, and consequently wander through life damaged in spirit. Although some years ago we used to give a common final examination, we have abandoned this practice as serving no good purpose.

All of the sections rely heavily on the lecture method. Partly this grows out of intellectual conviction, partly out of tradition—both equally

valid justifications. The first is based on the proposition that all of our students have previously had a course in American history, have obviously brooded upon it, and are now ready to have their private ruminations burnished and maybe even improved by the specialized training, longer reading, and graver wisdom of their professor. In short, we are arguing for what used to be deplored as the "pouring-in" process of learning.

I would be less than candid if I said that truly I have high regard for the average undergraduate's opinions of Andrew Jackson's war on the Second Bank of the United States or Governor Altgeld's conduct during the Pullman Strike, or of many other issues. Like most who are professional historians, I believe that I have something useful to add to the run-of-the-mine student mind, and I enjoy doing it. I rejoice when a student is able to say, as one said to me only recently as he walked out of the lecture hall, "Wait until my Grandpa hears what you just said about Theodore Roosevelt!" I am talking not only about the novelty of interpretation but about the sense of drama that a lecturer can impart, and I have an abiding faith that, despite the fact that our history has no Montagues and Capulets, and not even a Robespierre, there is no history quite as thrilling as our own.

The discussion method is no doubt useful in European history classes, where students arrive intellectually naked and must be outfitted from head to toe. We fortunate United States history teachers can reasonably believe that every student has at least *heard* the name of every President. Our colleagues in European history must usually start from scratch, and probably behind it. For even at the college level, Bismarck is often only a herring and Pilsen only a beer.

At Columbia, despite our advantages in the field of American history, we keep the size of classes small, for it is important that we know our students personally and that we be able to recognize the absentees. We do not rule out discussion completely. But discussion is a less consequential part of the course than perforce it is in the high schools, and it is our strong belief that lecturing is indispensable if we are to make the most effective use of our highly trained faculty.

Now, as to the matter of tradition. Columbia has long boasted outstanding lecturers in history—William A. Dunning, Henry Steele Com-

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Teaching Civil Liberties by the Case Method

Donald Parker and Nicholas Econopouly

IT WOULD BE difficult to imagine a secondary school curriculum guide which does not include as a stated goal, "an understanding and appreciation of democratic values." One might ask: Are we achieving this goal? Do our students have an understanding of democratic values? Surveys made by the Division of Educational Reference of Purdue University, and involving a cross section of ten thousand high school students, indicate some rather startling responses.¹

Thirty-seven percent of our high school students would not object to third-degree police methods.

Forty-three percent favored or were undecided about curbs on public speech.

Thirty-four percent of our youth would abolish the right to circulate petitions.

Thirty-four percent opposed school integration.

Dr. Martin Hamburger of New York University, who coordinated this study of the survey, suggested that civil liberties and equality are not cherished "to anywhere near the degree many parents and educators have assumed."²

What meaning does this have for the social studies teacher? This question might be answered in terms of his willingness to accept two responsibilities: (1) Evaluating his present methods for teaching democratic values; (2) Devising techniques which will offer prospects for successfully communicating these values to the students.

Although study of the Constitution and its amendments is an indispensable part of the process of teaching an understanding of civil liberties, this in itself is not enough.

In this article the authors describe a method for teaching civil liberties that they have tested and found effective in their own classrooms. Donald Parker teaches social studies in the North Shore High School at Glen Head, New York. Nicholas Econopouly is Chairman of the Social Studies Department at Northport (New York) High School.

It does not take too many days of teaching to become aware of the gap which can exist between "school knowledge" and the students' personal world: the tendency to place in separate compartments that which is learned in the classroom and that which is learned to be used outside the classroom. It is unfortunately true that many students can express admiration for the Bill of Rights on one level—and express personal views directly contrary to these principles on another.

Plainly, then, a study of documents *in itself* is not enough. Students are not always helped in relating ideas to their own personal experiences after studying the framework of our federal government. The range of such experiences is often limited and frequently narrow, filled with the kinds of emotions and prejudices that work against effective learning. The inexperienced teacher can vividly attest to the hostilities which can be generated among students in that kind of setting.

Since the leap from the Bill of Rights to the local community may be too great, too real, too filled with personal feelings, an intermediate step is needed. What is demanded is a real-life situation which is only casually personal to the student. A more personal application comes as the student is ready for it; immediately for some, later for others.

The use of fictional case histories can be a valuable aid in this intermediate stage. For several years we have experimented with this technique. It can be extremely effective. Used with sensitivity to the pupils' needs and capacities, it can have a profound positive influence on many

¹ The Division of Educational Reference at Purdue University has conducted a number of opinion polls among high school students designed to determine their attitudes regarding civil liberties. Two of these surveys are *Does Youth Believe in the Bill of Rights?* (November 1951), and *Science, Education, and Civil Liberties* (March 1958).

² *The New York Times*. February 16, 1960.

students. It has proved valuable enough to convince us that a collection of such fictional case histories should be developed, each focusing on a different type of situation involving civil liberties. As a result, we have compiled approximately 30 of these case histories; some of them quite brief, others extensive, some including follow-up activities, others without the follow-up.

Following are a few of these fictional case histories. Questions included with the study may be used to guide students' explorations. In Case No. 1, the students are prepared by objective study of a hypothetical situation. From here, the possibilities for moving into real situations are apparent.

Case No. 1: Frank Fulton applied to the City of Detroit to hold a public political meeting. The request was granted. During the course of the meeting, Fulton aroused enthusiastic backing from the crowd when he stated that the President of the United States was a deceitful, corrupt person who should be impeached and thrown out of office. The Detroit police who were assigned to the area closed the meeting in order to "protect the city from a possible riot." Fulton filed a legal protest on the basis that his constitutional rights were violated.

Questions

1. What constitutional rights would Fulton be concerned about?
2. Are there or should there be any limits to the extent that Fulton can go in criticizing the President of the United States or other officials of the United States government?
3. Were the Detroit police officials negligent in handling their responsibilities at this public political meeting?
4. The comment has been made that the Bill of Rights has been designed "to protect the unpopular views of the minority; the majority can take care of itself." Do you agree?

The second case focuses attention on the use and misuse of search warrants. Rather than students concentrating on the black-and-white nature of the issues involved, they can begin to develop an appreciation of more complex gray tones.

Case No. 2: The local police have tracked a supply of heroin to a particular neighborhood. If they move quickly, they will be able to seize millions of dollars worth of drugs and to save untold misery of potential addicts. In a lightning move, they search the neighborhood house by house. A resident objects but he is told: "It's okay this time—special emergency!" The dope is found.

Double jeopardy is the theme of the next case history. The teacher can readily guide the study to more complex areas once the elementary problem has been defined.

Case No. 3: You return to your automobile and find

there are two parking tickets on your car: one on your steering wheel, another on the windshield wiper. Each ticket refers to the same violation, but the time of issuance on each differs. What do you do?

Some of the case histories introduce a number of problems and issues. In the case which follows, characters have been given personalities which may influence the students' conclusions, and emphasis is placed upon some of the socio-economic factors involved in civil liberties.

Case No. 4: Jack Phillips grew up in a wealthy section of Chicago. Even though his parents provided him with toys and games during his childhood, he began to steal comic books and candy from the local stores. As soon as he reached the age of 16, with his parents' reluctant consent he quit school and began to work as a stock boy in a local sporting goods store. In addition to his earnings from this job, his parents gave him an allowance. This enabled him to flaunt his wealth and as a result he had few if any friends.

During the first few months on his job he found it was quite easy to steal sports equipment and sell it for his own personal profit. However, his boss began to notice that certain items were missing from stock and notified the police. After watching Phillips for a number of days, the police entered his home, searched it, and after finding some sports equipment there, arrested him. He was sent to jail to await trial.

Jack's family spared no expense for they immediately contacted a prominent lawyer who agreed to defend their son. After examining his client's case, the lawyer claimed that several of Jack's constitutional rights were violated and he should be released from jail.

Questions

1. From the description of this case, what rights do you feel might have been violated?
2. The events described all occurred before Jack Phillips appeared before a jury for trial. Do you feel that the case should come to trial?
3. In view of the wealth of the Phillips family and the fact that they spent money on their son, how might you explain Jack's desire to steal?
4. Do you feel Jack's family has any legal responsibility for his actions?

The technique and materials, of course, have their limitations. The demands made on the teacher—who must be receptive to the approach in the first place—are considerable: He must be far more sensitive to the students' needs and the climate of the community than would be the case in simply studying the Bill of Rights without special concern for its contemporary applications. Furthermore, the classroom setting must be a flexible one with the teacher prepared to move occasionally into unfamiliar areas which students' inquisitiveness will invariably introduce. In other words, the need is for a certain kind of teacher working in a certain kind of

setting—these may not always be conditions which can be met.

Finally, we are discussing how to influence the attitudes and behavior of students, and we are insisting that this should be the basic concern in the study of civil liberties. It is precisely here that the most uncertainty about results exists, perhaps, because we cannot be sure we are dealing directly with basic causes. But there is ample indication that the material is at least helpful in many cases. Students *are* interested, do dig deeply into the many problems and issues

raised, and generally appear to take a fair-minded approach in their conclusions.

What course will students follow when facing civil liberty issues in real-life situations? We do not know—but we are hopeful.

A statement by one bright—and puzzled—student emphasizes both the influence and limitations of the technique: “A lot of my ‘thinking’ about civil liberties wasn’t thinking at all—it was a collection of prejudices and impulses. I think I’m changing. The trouble is that changing is very hard for me, even though I’m trying.”

THE COLLEGE SURVEY COURSE

(Continued from page 282)

mager, John A. Krout, Allan Nevins, to say nothing of a newer generation. At Columbia, lecturing has made the survey course what it properly should be—an oasis in an undergraduate world where far too often one hears it said of a colleague, “He’s only good with very small groups.”

I make another point. The college course should be, above all other courses, the one in which a student, because he is aware of the subject matter *ab initio*, can be attentive in learning how to use the library. He must acquire this art not as an historian, nor indeed as a professional bibliographer, but as an educated man. This involves not only skill in using the card catalogue, but the ability to discriminate between one book and another as to its potential usefulness for a particular purpose.

In addition, history students in college, we trust, learn how to review books and how to compare books. Among these books are not only those on the basis of which papers are written, but those that supplement the regular textbook directly. These particular readings are geared to give a young man for whom this may be a final course in American history a taste of the work of some master historians, however much the instructors may argue with or criticize these masters in class. He thus acquaints himself with Becker, Beard, Nevins, Curti, Hofstadter—not to exclude others—and comes away, if not a better

man, at least an adorned man.

I am under no illusion that a student is served well by learning the esoteric arguments in the scholarly journals on the variety of questions to which we avidly expose them if they go on with us in an upper-college course. Interpretation for its own sake is not presented with best effect in the survey course. And even to the initiated it can be upsetting. I am reminded of a student in my graduate course in diplomatic history who came to see me at the end of a lecture on the First World War, and lamented, “How does it happen that when I was a child I learned that we went to war in 1917 because of submarines, in high school I learned all kinds of recondite economic explanations, in college they taught me that we went to war for moral reasons, and now at \$45 a credit I am taught the same thing I was taught in the fifth grade?” Our primary task as teachers is not to reconcile inconsistencies, like these, that the passage of time reveals in our classroom presentations. Rather, it is to welcome and improve the opportunity we enjoy collectively to have access to our students’ minds so often during their school years.

But every instructor of the college survey knows that his lectures constitute the final time around for most of his audience. Each, therefore, must find a way to exploit the advantage and responsibility that “last licks” confer upon him.

Educational Travel Courses

Edgar C. Bye

THE philosophy and techniques of educational travel courses are quite different from the philosophy and techniques of classroom courses. These differences are not always recognized or admitted by teachers of classroom courses or, indeed, by all directors of study tours.

Classroom courses are usually characterized by lectures, discussions, recitations, reports, textbooks, examinations. Learning takes place through the spoken and written word. Facts are memorized. The instructor often tries to develop understandings, appreciations, and attitudes, but in many classrooms, unfortunately, the memorization and regurgitation of facts seem to be the end of instruction and the evidence of learning.

It is not the purpose of this article to criticize classroom courses. Knowledge of certain facts is undoubtedly essential. In a course in political theory, for instance, a knowledge and understanding of what men have thought can be gained mainly from reading and lectures and not, in the main, from study tours or field trips. Where the subject matter is chiefly in the realm of abstract ideas, the lecture-textbook-examination method appears to be indicated. Field trips would be of little value even as a supplementary technique. In courses in history or literature, also, traditional classroom methods are necessarily predominant, first because of the nature of the subject matter, and second because it is manifestly impossible to expose all students to firsthand experience of the facts and meanings of history and literature. Here, when feasible, field trips or study tours may be interesting and valuable supplementary devices.

However, too much of our education from the time one learns to read to the achievement of a doctor's degree is devoted to reading and listen-

ing to lectures. This method of learning often results only in the learning of words and the earning of grades or degrees.

Too much of our learning, as Susanne K. Langer pointed out in her *Philosophy in a New Key*, is discursive rather than presentative. Too much of it is merely remembering and juggling words. It is not really learning at all. It is ersatz. It is "full of sound and fury signifying nothing." Words without experience behind them can often be misunderstood. Get wisdom, indeed, but "with all thy getting get understanding." Certain approaches to understanding can be achieved by listening to or reading other people's interpretations and then "using the little grey cells" like Hercule Poirot, but these understandings are like things "seen in a glass darkly." However, as remarked before, this article is not intended to be a criticism of accepted classroom methods. My thesis is only that educational travel, study courses, field trips, are not like that or should not be like that. In educational travel, experience comes first, interpretation through reading or lectures comes after.

In a recent discussion with a fellow tour director, my friend asserted that while a study tour might have value as a learning experience, it could not be referred to as a "course." My point of view was that a well organized study tour is a course and should be accredited as such and that it is not necessary that "courses" such as European Civilization or Comparative Education be associated with the tour in order to make it sufficiently academic to merit accreditation. Incidentally, if I am correctly informed, there are courses in Fine Arts, Industrial Arts, Music, and Physical Education, which consist mainly of experience in the studio, shop, or gymnasium and which do qualify as courses. Even if the educational value of some of these courses might be questioned, they are, nevertheless, generally recognized as courses. Their defects, if any, are not due to the fact that they are primarily experiential rather than discursive.

This brings us to a statement of the philosophy and techniques of educational travel.

Briefly, the fundamental principle is that what

The author of this article, who has devoted the greater part of his entire professional career to the development of educational travel courses, is Coordinator of the Bureau of Field Studies at Montclair State College in Upper Montclair, New Jersey.

can be learned through experience or direct observation should not be learned through written or spoken words. A study tour affords the opportunity to learn through sight, sound, taste, smell, and whatever other senses the psychologists say we have but, above all, through personal contacts with people. Lectures and books can parade before the learner other people's impressions, pictures (printed or on film) can convey certain angles caught by the photographer, but nothing except being *there* can give one the total experience out of which true knowledge grows. Misinterpretation can, of course, result from experience as well as from reading or viewing pictures, but it is less likely to be the result and the cure is more experience. Who can describe a sugar cane field in bloom in Puerto Rico in December, a flop house on the Bowery in New York, the zest of the Highland Games at Antigonish in Nova Scotia, a forest of Sequoias in California, or the Guadalupe shrine in Mexico on a day of pilgrimage?

This is not to say that these things can be understood by merely looking at them, but it is to say that they cannot be understood unless you have experienced them. Preliminary reading or listening to lectures before the experience may whet the appetite, but it will have a quality of unreality or remoteness and may even establish in the mind conclusions or stereotypes which it is difficult for even experience to reverse. On the other hand, after the experience, the horizons having been widened and interest aroused, reading or lectures will take on meaning fortified by the body of experience.

As to techniques, this means that students preparing for a study tour should be furnished with a brief syllabus setting forth the outstanding historical, geographical, sociological, economic, artistic, and political facts about the countries or regions to be visited. If this syllabus is too detailed it will fail in its purpose. It should be accompanied by a brief bibliography listing some of the more interesting books on the subject. Reading should be optional, not required. A release giving specific directions in regard to the mechanics of preparing for and going on the trip is also requisite. This again should not cover too much. Additional directions can be given from day to day as needed. An itinerary should be provided in order to supply mailing addresses but, again, it should not be too detailed and should be subject to day-by-day revision as circumstances dictate. This does not

mean that the itinerary should be modified day by day according to the whims of the director or of the tour members. There should be a definite pattern which should be adhered to, but a flexibility which makes the itinerary workable. It is also possible before the trip to supply tour members with maps, pictures, and travel materials secured from transportation and tourist agencies, chambers of commerce, and other sources. In the opinion of this writer, an extended period of orientation in classrooms or hotel rooms is neither desirable nor necessary.

On the tour, information should be given informally from day to day and place to place as needed or asked for. Formal lectures either by the director or by local specialists should be avoided unless the local specialist is a person of distinction or one familiar with methods of making himself interesting. Professional guides are not desirable unless required by special circumstances or the laws of the country. Reports en route by students in the course are also undesirable. They are often boring to the listeners, and their preparation requires too much of the reporter's time and energy. Most trips are of relatively short duration, and all of the students' energies should be devoted to the acquisition of experience. Traveling sensitively is an exhausting process, and it should not be diluted or polluted by wearisome activities indigenous to the classroom.

The teacher of a study tour should be a teacher in the true and original sense of the words "teacher" and "education." To teach, in the Anglo-Saxon root word, means "to show." To educate, in its Latin root form, means "to lead forth, to elicit." Neither word means "to tell." The Greek pedagogue was one who led the youth of Athens through the city showing them what was there and helping them to understand what they saw. This is exactly what the teacher of a study tour should do. He should be a leader and an interpreter, not a teller. He should arrange situations and experiences which will provide the opportunity for learning and the desire to learn, but it is not his job to tell his students what they have an opportunity to learn for themselves.

What should be the outcomes of a study tour and how can they be evaluated? The answer is that, since experience through travel is highly individual, many of the most valuable outcomes can never be evaluated at all in terms of a score or grade. On the other hand, a well-organized

study tour is not simply a junket on which "a good time was had by all."

People go on tours for various personal reasons. Some go for recreational or romantic reasons. Some go to escape boredom or to enjoy temporarily feelings of luxury. Some go for what are loosely called "general cultural reasons." Serious students, of whom there are many on study tours, may go to become personally familiar with an area; some go to study a particular problem in an area; some teachers go to gather teaching materials as well as information. All go, I think, because they realize that pre-digested book or lectured information is not enough. They realize that to know is not merely to be able to repeat words at second or third hand, but rather to have attitudes and appreciations which can come only through experience and which give significance to what is read, seen, or spoken.

Undergraduate students probably get the most out of a tour if they follow the tour by a written report in the diary pattern, recording their experiences and impressions, expressing their reactions and their unresolved problems, and incorporating factual material of significance which they may have acquired by reading or classwork after the tour has ended.

Graduate students may choose a topic of interest to them for research. The topic should not be assigned by the director but should be on a subject which the student really wants to know about. It may be health, living conditions, history, geography, architecture, music, or what have you. After it is approved by the director, the student should then make every effort on the tour to make observations relative to his research topic and, as far as possible without inconvenience to other members of the group, the director should facilitate and if necessary direct

these observations. After the tour is over the student should have several months in which to do library research, organize his material and prepare his report. The result should be far superior to any graduate report which smells of the lamp.

The thing which there should not be is an examination. A factual test or even an objective test designed to reveal understandings or attitudes will miss the deeper learnings and will reduce the whole life-giving experience to another boring classroom exercise.

Finally, every study tour for credit should be organized first as a *course* with definite educational objectives. Places to be visited, persons to be met, things to be done, should be related to these objectives. The director should be familiar not only with the academic background of the course, not only with the places to be visited, but with these two things in relation to each other and to the purposes of the course. He should have studied the area himself by traveling over it in advance with the definite purpose of organizing the study tour.

Generally, on tours of the survey or area-study type the objectives should be broad and varied rather than narrow and definitive, sufficiently broad to encompass the varying interests of the students who take the course. On an area study of Mexico, for instance, there should be opportunities for specialization in the field of history, geography, economics, sociology, art, or whatever other field may be of interest to various members of the group. At the same time, the course should be organized in such a way that students who do not wish to specialize will come home with a good, satisfying experience of what Mexico is like, what Mexicans are like, how they live and work, and what it is that makes Mexico Mexico, instead of Nova Scotia.

This Age of Science

In a report released last July, the National Science Foundation declared that the United States must double its expenditures for science and engineering and basic research over the next decade in order to remain a first-class scientific nation. The following investments were among those listed as "musts":

"From 100,000 (1961) to 175,000 (1970) in professional staff at colleges and universities," with an increase in salaries "From \$800 million (1961) to \$2,100 million (1970). . . . From \$150 million (1961) to \$350 million (1970) in facilities for this staff. . . . From a total expenditure of \$2.1 billion (1961) for a science and engineering education to a total expenditure of about \$5.5 billion (1970). . . . From 45,000 (1961) to 85,000 (1970) in professional research scientists," with an increase in salaries "From \$345 million (1961) to \$970 million (1970). . . . From \$85 million (1961) to \$360 million (1970) in facilities for this staff. . . . From a total expenditure of \$0.9 billion (1961) for basic research to an expenditure of about \$2.7 billion (1970)."

Using Biography in the Elementary School

Ralph Adams Brown

IT MUST BE apparent to any experienced teacher in the elementary school that there is real merit to the use of biographical materials in social studies classes. Any such teacher, or anyone who has taken the trouble to check booklists, publishers catalogues, or review media, must be equally aware of the great quantity of such material that is available to the teacher who wishes to use it.

With a profusion of biographical materials and real values to be gained from their use, how shall the teacher of social studies in the elementary grades make use of these materials? This writer believes that there is a progression of skill and understanding involved in the use of biographical materials, and that the teacher who will introduce his students to biography step by step, from the more simple to the more difficult use, will have better results than will the teacher who makes use of biographical data without regard to the difficulty of various types of assignment. The following ten steps are proposed:

1. The "story hour"
2. Reading stories aloud as the basis for brief reports or "tell-backs"
3. Reading stories as the basis for oral reports
4. The use of reference works as the basis for oral and written reports
5. Assigning a single incident from a single book
6. Assigning a single incident from several books
7. A book report on a biography (book OR a biographical film)
8. A report (oral or written) using two or more biographies
9. Analysis of personality—the "why" or the "how"
10. Biographical research

In this article the author outlines a step-by-step procedure by means of which the elementary school teacher can make more effective use of biographical material. Dr. Brown is co-editor (with Marian Brown) of the Book Review department of *Social Education* and Professor of Social Studies at the State University College of Education at Cortland, New York.

It would seem logical that if boys and girls in the third, fourth, and fifth grades are going to be interested in reading biography, they must have been exposed to biographical literature and they must have come to accept the interesting nature of human personality. The story hour in nursery school, kindergarten, or first grade can be of help here. An interesting story about the boy Lincoln at the time of Lincoln's Birthday, something about Miles Standish or Elder Bradford at Thanksgiving, a story about the childhood of a European sovereign or statesman at the time that he or she visits this country and is much in the news—there is no limit to the possibilities. Teachers who are really interested in people, and who read widely in biographical literature, will be able to use the story hour to establish the foundation of an interest in people and what they have done. One of the most elementary of social studies skills can be developed here. The teacher can read or tell a story about Clara Barton, for example. Then she can ask the students to tell about Clara or some part of her life. This encourages good listening habits and helps establish one of the skills necessary to more mature social studies work.

It is a little more difficult for children to read their own story and then tell about it. This extends into the area of reading a skill previously practised in terms of listening. Encyclopedias and other reference works should be explored next. A boy may be told to look up the date of George Washington's birth in a particular reference work; a girl may be asked to find where Amelia Earhart was born. Both will be doing something that all social studies students have to do, often, in the higher grades.

Asking Bill to go to the library, find a biography of William Clark or Meriwether Lewis, and prepare a report to be given to the class on the first camp of the Lewis and Clark Expedition, is a much more difficult assignment. Youngsters in the fifth grade, assuming average ability, should be able to do this if they have had experience

using the library and seeking information—along the line of the suggestions made above. Asking Bill to use at least two different books in the preparation of such a report is still more difficult. It is always easier to use a single source. When two sources are in contradiction it is still more difficult and confusing. Bill should not be expected to do this before he has had considerable experience with working in a single source.

The above assignments can be made more or less difficult in terms of the types of material used and the subjects chosen. It is, for example, relatively simple for an average student in the middle or upper grades to go to the last volume in Douglas Freeman's multi-volumed life of George Washington and learn about Washington's last illness. It is much more difficult to go to the same work and find out how Washington got his army across the Delaware on Christmas night, 1776. It is also worth noting that one book will be more simple than another, one will have a better index, one will be more readable.

The next type of assignment is always difficult. Analysis of personality is hard for adults. It is also quite essential, especially in a democracy, that adults have the interest and ability to assess personality. If young people in the upper grades, and later in high school, are given opportunities to do this, they will be more likely to analyze the strengths and weaknesses of leaders and pleaders in their adult years.

A sixth- or seventh-grade class, or even a group of top-notch fifth graders, might, for example, be given the problem of how Generals Knox and Arnold reacted to the refusal of Congress to promote them to Major General in the early years of the American Revolution. The first step in such an assignment would be to refer the boys and girls to specific sources of information. The second would be to have them collect the information. At this point they would have learned that when Washington recommended them both for promotion, and Congress refused to accept his recommendation, the two men reacted in opposite manner. Arnold threatened to resign, sulked, and made himself and others miserable. Knox wrote to Washington and indicated that

he was disappointed but that he would continue to serve under Washington even if he had to do so as a private.

The next step in completing such an assignment would be to have the class discuss the reactions of the two men, make value judgments as to the merit or demerit of each, and decide which man acted in the more admirable manner. The final step would be to attempt to answer the question of *why* each man might have acted as he did. This last would require more maturity than most twelve- to fifteen-year-olds, possess. The effort to answer it, however, might be worthwhile.

Finally, the most difficult type of biographical assignment that can be made by a social studies teacher in the elementary school involves research. This may be in connection with a major figure of national importance. Why did Calvin Coolidge refuse to run again for the Presidency in 1928? What did George Washington look like when he was inaugurated President? Such an assignment may also deal with a minor figure, or a group of minor figures on the national scene. Who were the first four men to make an automobile that would run? Who invented the game of baseball? Such an assignment, moreover, may be made in terms of local personages. This may be even better because the amount of material is both less in quantity and more accessible, the interest of the students is more easily aroused, and the local scene is usually easier to understand.

There is nothing original or novel about the assignments that have been suggested in this article. If there is originality or merit, it is because of the emphasis upon progression. The major reason why many teachers complain of the inability of students to handle assignments of the nature discussed above, is because the assignments have been made without the necessary experience on the part of the students. To take the most difficult assignment discussed, for example, the average sixth grader will be able to do original research involving the actions and even the decisions of people, if he has been prepared, step by step, for such work.

Quietly, irrevocably, something enormous has happened to Western man. His outlook on life and the world has changed so radically that in the perspective of history the twentieth century is likely to rank—with the fourth century, which witnessed the triumph of Christianity, and the seventeenth, which signaled the dawn of modern science—as one of the very few that have instigated genuinely new epochs in human thought.—From Huston Smith, "The Revolution in Western Thought" (*The Saturday Evening Post*, August 26, 1961).

Introducing Social Studies in the First Grade

Mary Rusnak

"SOCIAL STUDIES? . . . Well, if I have any time left from reading and arithmetic, I'll put in a unit or two during the year." This is the typical attitude of most primary teachers toward the social studies curriculum at their level. Recently, the principal of a prominent city school directed her faculty to eliminate social studies entirely in the primary grades in order to give more time to the "basic subjects." The usual primary social studies program lends itself well to this indifferent attitude on the part of teachers and administrators. It generally consists of two or more units, built around subject matter already familiar to the children, which involved construction and art work and the development of "social skills."

The real introduction to the social sciences, as a field with basic concepts and techniques, is usually left until later in the grades. Research waits until children can read, reporting until they can write, committee work until they can organize into groups independently for a period of time. Organization of information, development of concepts, analysis, and interpretations are taught later when the children are considered mature enough to understand space and time, relate several ideas, and carry through a logical sequence of thought.

As a result, when the social studies are finally introduced in the upper grades, children are totally unfamiliar with the facts, methods, and basic assumptions of the field and carry with them the impression that social studies are fun but not very important. The results are evident. The level of the whole social studies curriculum

is necessarily lowered, and children carry deficiencies and gaps in the subject with them throughout their school experience and on into college.

Recently educators have become more concerned with the need for strengthening the social sciences in our schools to keep pace with the increased emphasis on the physical sciences. The time is approaching to take a second look at primary children and their actual capabilities in the social studies. Is it really necessary to leave all content out of the program until the later elementary grades? Can some of the important ideas and skills be simplified and introduced earlier? Recent advances in other fields, notably arithmetic and reading, have brought more mature ideas into the primary curriculum. For example, the use of one-to-one correspondence and models in arithmetic¹ and literary analysis in reading.²

These developments were the stimulus for three years of experimentation with a more advanced approach to the social studies which I undertook with three first-grade groups at the practical classroom level. This was an exploratory attempt to discover what are the real limitations in adapting some of the important skills and concepts of social studies for first-grade children. The skills chosen for presentation to these groups were: research methods, reporting, committee work, and organizing information. The concepts introduced were: historical sequence, cause and effect, geographical space, adaptation to environment, and comparison of simple and complex societies—providing an introduction to some of the basic fields within the social sciences. All work was done within the framework of a typical first-grade curriculum which included units in "The Home" and "The Community."

"The enclosed article grew out of three years of experimentation with the social studies at the primary classroom level," the author writes. Mrs. Rusnak, who recently taught in the first grade at the Winnetka Schools, is now engaged in research and lecturing on primary curriculum and methods at the Pestalozzi-Froebel Teacher's College in Chicago.

¹ Maurice Hartung et al. *Numbers We See* (Teacher's Edition). Chicago: Scott Foresman and Company, 1955.

² Paul McKee et al. *With Jack and Janet* (Teacher's Manual) Boston: Houghton Mifflin Company, 1949.

The first and most obvious limitation which appeared in this program was the inability of first-graders to read material available on social studies subjects. However, we found that some of the important principles of research could be taught effectively through other materials: pictures in books, films, observation, field trips, and experiences with construction and real objects. Thoroughness, accuracy, relevance, and evaluation of sources were successfully demonstrated without reading a word. The children located every book in the library on the subject of homes and went through each carefully for pictures. They distinguished between hearsay and actual observation on trips.

The second fundamental limitation which we found in teaching both skills and concepts of the social studies was the need for simplicity. First-grade children, for the most part, were unable to deal with more than two facts or ideas or activities simultaneously. Reporting on research was effective only when a child reported orally on a *single* fact which he had found in *one* source, thus handling no more than two items at a time.

The short attention span of young children resulted in another limitation, brevity. Activities and presentations generally had to be chopped up into fifteen-minute periods. Committee work was successful in accomplishing one task with two or three children on a committee, if the committee met for a very brief period and only once.

The necessity for close direction and guidance by the teacher was another constant limitation. Classification and organization of information was done through discussion, the construction of models, displays, and dramatization. The children depended on continuous explanation and illustration by the teacher in order to understand what they were really doing and why they were doing it.

Careful adherence to these limitations made possible the development and use of quite advanced concepts and relationships in the social sciences. While these little children were not able to visualize a sequence of several historical events, they grasped clearly a sequence of two—the cave came before the hut; the pioneer cabin before our modern homes. They could also use simple cause and effect—Indians have tents made of animal skins because the skins are readily available to them. Distance and climate in geography were of great interest to these children. They used the globe continuously. By dividing

it simply into polar, equatorial, and temperate regions, they were able to locate the various kinds of homes by their logical climates. Through comparing two homes from two different societies, they began to see that some societies are more complex than others and that a simpler society is apt to grow into a more complex one.

Nowhere are the relationships within a field more clearly felt by children than in the cumulative development of the curriculum, the advance from simpler learning to more difficult, the relating back to earlier experiences as they advance. Our present lack of connection between typical social studies units denies children this understanding and negates the original intention of the curriculum. For this reason, the unit about "The Community" with these first-grade groups was developed as a direct outgrowth of "The Home," with no lapse of time in between. The children appeared well able to understand this sequence and to articulate it. As they customarily move to a new primer in the reading program, so they were able to move to a new unit in social studies, consolidating what they had learned before, refining it, and expanding to new ideas and skills.

The reintroduction of the basic principles and techniques in a new unit gave an excellent opportunity for evaluation. By observing the children as they utilized the research techniques and ideas which they learned in their first unit in this new situation, we could see whether these techniques and concepts had been understood. In all three groups there was considerable evidence of both increased knowledge and increased interest in social studies. Also, the limitations which we found necessary in the first unit, simplicity, brevity, direction, were equally present and valid in a second unit.

An exploratory and informal study of this nature within the actual classroom situation can do no more than indicate possibilities for further thought, study, and experimentation with social studies as a field and primary children as they really are. We have a long way to go, but we cannot avoid the task. The growing importance of the social sciences in modern life must increase the concern of educators for the strength and quality of the social studies in our schools. And this directs us inevitably back to the beginnings—to how social studies is first introduced to little children at the start of their education. For an instructional program is as strong as its foundation.

Curriculum Materials

Jonathon C. McLendon

OVER-ALL GUIDES

Kindergarten Through Grade Twelve

The Social Studies: Kindergarten Through Grade Twelve. Oroville, California: Butte County Schools, 1958. 101 p.

The elementary program is presented in a series of brief prose statements, one for each grade, that refer to outstanding characteristics of children and indicate generally topics and units as related to objectives.

The secondary committee report opens with charts and an analysis of relationships among the social studies. Fairly detailed outlines specify the subject matter for each grade. Grade 7 includes history and geography of today's world. The ninth grade stresses state and local government and surveys the geography of major regions of the world. The twelfth-grade semester courses in "American Civilization" and "America in World Problems" appear more unified than is typically the case.

An appendix reports interesting results of a survey to ascertain topics stressed in each grade.

Teacher's Guide for Social Studies: Revised 1959-1969. La Crosse, Wisconsin: La Crosse City District Public Schools, 1959. 79 p.

This guide actually appears in two editions, each containing the same introductory material, one for grades K-6; the other for grades 6-12. Opening pages give reasons for emphasis on geography, identify scope and sequence for the various grades, and list some general objectives in social studies. Outlines for each grade vary somewhat, but typically include objectives and materials (especially books, films, and filmstrips).

The primary-grade program includes topics typically found at this level, but has more of them in each grade and more duplication among the grades than are found in the remainder of the social studies program. Noteworthy are geography of the United States (and Canada) in Grade 5; eastern hemisphere in Grade 6; old world geography (and some history) as well as Latin America in Grade 7; a semester of world geography in each of Grades 9 and 10; and an elective in economic geography in Grades 11 and 12. Otherwise the courses constitute typical offerings. The elementary guide presents short

unit outlines on government and a longer one on the Mississippi River. In addition, both guides enumerate reading skills appropriate to social studies and list specific "approved" maps and globes.

Guides to the Curriculum: Social Studies. Raleigh, North Carolina: Jonathon C. McLendon, 1959. Curriculum Study. 52 p. (free). State Board of Education.

A single college consultant reports the results of a nationwide survey of curriculum trends in social studies. Specific recommendations are made for North Carolina schools. The survey includes nature and aims of social studies, subject matter and its organization and sequence, methods and materials, and teachers and textbooks. Useful professional references are cited in footnotes and bibliography. Most unique recommendations in the guide suggest study of the state in both Grades 4 and 8, offering United States history only in Grade 9 of junior and senior high schools, and a year each of world geography and world history in Grades 10 and 11 respectively. An alternative set of recommendations involves less radical changes.

Social Studies. Maywood, Illinois: Proviso Township Public Schools, 1960. 77 p.

This guide was developed over a four-year period by committees of teachers whose compilations were coordinated and revised by a steering committee that utilized a university consultant. The guide identifies key elements in the social studies program for each grade (K-12). These elements include themes for units, learning activities, main topics of subject matter, and skills and "developmental values" (attitudes, appreciations, understandings, concepts) that indicate hoped for outcomes of instruction.

The primary-grade program is typical of American schools generally. Grade 4 takes up early United States history with the extensive use of biography and a great deal of geography. Grade 5 completes American history with some stress on social trends and continued attention to United States geography and to other American countries. Grades 7 and 8 similarly divide the treatment of United States history with additional attention in Grade 7 to type-region geography and in Grade 8 to the state and to American government. Students are grouped homogeneously (on general ability) for study of history in Grade 8. There is a one-semester course in civics for Grades 9-10. The United States history course for Grade 11 rates a quite extensive and detailed outline. Most of the senior high program consists of electives, typically one-semester courses, available to students during their last two or three years in school. These courses, each

The NCSS Curriculum Committee, under the chairmanship of Stanley E. Dimond, here continues its presentation of selected, currently available curriculum materials. This annotated list of Over-All Guides for Kindergarten Through Grade Twelve was prepared for the Committee by Jonathon C. McLendon of Northwestern University.

outlined briefly, include modern history, current history, Latin American history, Far Eastern history, political science, economics, sociology, psychology, economic geography, and commercial geography.

A Curriculum Guide to Social Studies. Stuart, Florida: Martin County Schools, no date given. 45 P.

This guide consists of detailed outlines of subject matter for social studies in each grade. A committee of teachers prepared the outlines. The format and specific types of material included vary somewhat from one grade outline to another. Textbooks are specified, and some learning activities that have been used are often identified. Bibliographies suggest additional reading materials for each of the first six grades. Subjects and topics for the most part follow national trends. However, the ninth-grade civics course gives more than typical stress to state government; and one outline indicates contents of a course in psychology.

Guide for the Teaching of Social Studies: Grades 1-12. Columbia, South Carolina: South Carolina State Department of Education, 1956. Printed. 93 P.

"Education for citizenship" constitutes the major theme of the suggested program. Especially useful among the introductory materials is a list of characteristics of children at successive age levels with several types of learning activities deemed most appropriate for each age group.

The scope of the curriculum in social studies is indicated in headings used to outline major topics for each grade: family living, citizenship, use of resources, communication and transportation, recreation, and moral development. In sequence the outline follows the traditional pattern. Following the outline of content, there is an extended and stimulating discussion that emphasizes democratic living in schools, instructional planning (with a quoted example), the problem-solving approach, various learning activities, skills in social studies, and evaluation. Bibliographies of helpful instructional and professional materials are listed.

A Scope and Sequence Pattern for the Social Studies: Kindergarten Through Grade 9. Elgin, Illinois: Elgin Public Schools, 1960. Curriculum Bulletin No. 3. 204 p.

For each of grades K-7 an extensive resource unit is outlined. These outlines identify a great variety of activities, topics, and instructional materials. Included are resource units on the circus, farm, milk, Thanksgiving, the local community, the metropolitan area, the state, the early Middle Ages, and Latin America.

Generally, the Elgin guide reflects national practices, but it does reduce the extensive scope of subject matter in some grades. Unusual and interesting features of the suggested program include successive units for grades 3-5 on the local community, the metropolitan area, and the state.

Besides the metropolitan area, the Grade 4 study consists of history and geography involved in the discovery of America, settlement of the east coast, and the growth of six representative American cities. The Grade 6 pro-

gram is organized into five units, two of which concern the Near East and Africa.

Report of the State Central Committee on Social Studies. Sacramento, California: California State Department of Education, 1959. 155 p.

This is the fullest of a half-dozen reports produced by the Committee during its five years of work. Literally hundreds of teachers, social scientists, organizations, summer workshops, conferences, and a citizens advisory commission contributed to the Committee's study. Altogether, this constitutes the most extensive effort ever undertaken at the state level in planning the social studies curriculum.

The report reviews the steps taken by the Committee in its study; briefly describes the nature of the social studies and relationship of the field to the school's program; lists generalizations derived from eight social sciences; summarizes characteristics of students at various levels of development; recommends grade level allocations for the curriculum in kindergarten through junior college; and includes a bibliography and quotation of state legal requirements. The program for each grade is discussed with emphases on what students study and general outcomes of their learning.

Perhaps surprisingly the recommended subjects and topics do not vary much from the national pattern nor the then-existent program in California. However, consensus among so many individuals and groups may not be expected to yield much difference in course titles. There are some suggested emphases within subjects and topics that reflect the generalizations from the social sciences, and there are some other unusual features. Geography receives stress in Grades 2-10. Economic processes find a place in the elementary program, particularly Grade 3. Old world backgrounds are de-emphasized. Direct application of suggestions concerning Grade 8 might result in a topical treatment of American history. Grades 9 and 10 contain two semesters of social studies, a course in contemporary world problems that utilizes some history and geography.

Texas Curriculum Studies: Report of the Commission on Social Studies. Austin, Texas: Texas Education Agency, 1959. Printed. 16 p.

This brief report emerged from a year's work of an official commission including public school teachers, administrators, and school board members. Its proposed scope and sequence for social studies in Grades 1-12 parallel national practice in most respects. Noteworthy elements are the inclusion of both American continents in Grade 5; one year devoted to the state (Grade 7); flexibility in placement of each senior high school course (in two or three grades); and electives for Grades 11 and 12 that include advanced problems, state history, and English history, among others. A somewhat unusual feature is a section recommending standards regarding instructional methods, administrative policies, teacher preparation, and physical and instructional facilities.

Social Studies Guide: Grades Ten, Eleven and Twelve. Columbia, Missouri: State Department of Education, 1959. Publication No. 113-G. Printed. 158 p. Out-of-state distribution re

(Concluded on page 319)

Statement on HR 6774

Merrill F. Hartshorn

As of the date this is being written, the House Rules Committee has voted to table three educational bills, including the National Defense Education Act, for the first session of the 87th Congress. Whether means will be utilized to bring these bills to the House floor for consideration is an uncertain factor. It does seem likely that the bills will come up for discussion in the Rules Committee in the second session of Congress. Social studies teachers especially should make their views as citizens and educators known to their elected representatives.

There is still time for action on these matters. The present NDEA, which remains in effect until June 1962, provides financial assistance to the curriculum areas of science, mathematics, and foreign languages. (There are, of course, other provisions in the bill on other aspects of education.) The amendments to the NDEA proposed by the administration provide for broadening the bill to include English and physical education. They do not make any provision for the social studies. If you feel this is unwarranted and agree with the statement submitted by the NCSS on the question, make your views known. The NCSS position has been established by several resolutions passed at annual business meetings over the past three years.

A number of other groups and individuals have urged Congress to provide for the social studies when the present National Defense Education Act comes up for renewal. These proposals, including the statement here reproduced, have been submitted to both the Senate and House Subcommittee on Education.

Statement on HR 6774 by the National Council for the Social Studies Presented by Merrill F. Hartshorn, Executive Secretary

June 13, 1961

DEAR MR. CHAIRMAN:

On behalf of the 8,200 members of the National Council for the Social Studies, a department of the National Education Association, I wish to express my thanks for the opportunity to make known our views on HR 6774, the proposed extension of the National Defense Education Act of 1958.

The National Council for the Social Studies is a voluntary professional organization whose membership is composed of teachers in the field of the social studies. These are the teachers of history, geography, government, economics, and sociology in our elementary and secondary schools. The positions taken on the various points in the statement are based on official resolutions passed by the membership of the National Council for the Social Studies at its annual meetings over the past three years since the NDEA was passed in Congress in 1958.

First of all, we want to record our pleasure concerning the action of your committee in approving HR 7300, the important measure de-

signed to strengthen our American public elementary and secondary schools, leaving the states free to choose whether to spend their allocations for school construction or teachers' salaries. This is the most important bill your committee and Congress will be confronted with in the entire field of education during the current session of Congress. With this general statement I do not mean to minimize the importance of the National Defense Education Act, for it, too, is meant to strengthen those fields deemed most important in enhancing our competitive position in the struggle to maintain a way of life we are now enjoying and are eager for others to enjoy.

The American people are confronted today with the grave issue of the survival of our civilization, and possibly of mankind itself. To meet this challenge, many proposals have been, and are continuing to be advanced, for strengthening and up-dating the content of American education. Most of these proposals to date suggest increased emphasis and attention on the natural sciences, mathematics, and foreign languages.

The National Council for the Social Studies

is in agreement with the idea that those areas of the curriculum should be strengthened and commends action taken toward that end. However, science, mathematics, and foreign languages themselves, important as they are, cannot provide solutions to many of the grave problems that we face today. The most serious issues of our time lie in the field of human affairs. For solutions to these problems, we must look to the social sciences and humanities.

The present crisis demands that we strengthen every basic aspect of American education—the natural sciences, mathematics, English, and foreign languages, and the field of the social studies. The ideals and aspirations of a free society and its democratic institutions depend on an educational program that is concerned with the entire breadth and depth of human experience. To this all important objective the social studies can make a great and distinctive contribution.

Therefore, the National Council for the Social Studies Studies urges that, in the current crisis confronting our country, sustained and vigorous attention must be given to the fundamental role of the social studies in the education of American youth.

It is imperative that we maintain balance in the school curriculum, and any action which results in creating an imbalance is to be deplored. The inclusion of the social studies in the National Defense Education Act would help restore and maintain a balance among the basic academic areas in the curriculum.

The social studies, dealing as they do with the study of man and society, need to be strengthened equally as much as other curriculum areas. It must be obvious that man's conquest of nature will become meaningless, even less than meaningless, unless he first of all learns to conquer himself and learns to live with his fellow man in a just and decent world. Senator Fulbright, in the Senate on August 21, 1958, put it this way, "As badly as we do need scientists and linguists, we even more badly need people who are capable of evaluating the work of scientists and of making the enormously complicated decisions—which are essentially political decisions—that are called for if we are to adjust our policies and our life to our scientific progress."

Therefore, with the accelerating scientific and technological revolution, the responsibilities and needs of educators in the field of the social studies have been greatly increased.

Accordingly, we want to urge that the members of the House Committee on Education and Labor, and the subcommittees studying this

legislation, give serious consideration to the void now contained in the National Defense Education Act—a void particularly close to us and our concern for the effective teaching of the social sciences and the building of informed citizens. We need to have citizens whose values are rooted in our democratic heritage and who are capable of making the crucially important decisions we will continue to face in the future. This is equally as important as having more scientists or engineers. In fact, our scientists, mathematicians, and linguists are citizens, too, who should also possess the loyalties and skills essential to effective participation in a democracy at home and abroad.

It is especially important that those of our citizens who travel, work, or serve in the armed forces overseas need, even more than competence in foreign languages, a thorough understanding of their own culture. Evidence of this need is reported in the book, *The Overseas American*. This book is based on a major survey conducted under the direction of Mr. Harlan Cleveland, former dean of the Maxwell School at the University of Syracuse. Mr. Cleveland today serves as Assistant Secretary of State for International Organization Affairs.

This survey, developed under a foundation grant, was made to "inquire into the elements of effective performance on an overseas job and to trace from these findings some guidelines to American educational institutions that were increasingly faced with the demand to improve our comprehension of foreign affairs at home and in our representation abroad." One of the significant conclusions contained in this book reinforces the point just made:

Every American planning to work abroad should know America first, learn to take delight in its pluralism and savor the contradictions in its heritage.

"Know America First" can easily sound like the shallowest kind of jingoism; but in our thinking American studies occupy a central position in an overseas-training program precisely because an understanding of one's own culture and institutions is a prerequisite to cultural empathy and a sense of politics abroad. Some sense of our literary and artistic life helps us relate ourselves to people in other lands who have been exposed only to the more strident voices of America. Without some prior exposure to the philosophic bases of American life, the American abroad is awkward in explaining his overseas role to others or even to himself.

For all these reasons the overseas American needs to study the several versions of the American dream, and the stories of those who have striven to make it a reality. He may thereby learn to refrain from the quite unreporting and unproductive pastime so commonly indulged in by Americans abroad of comparing the American dream to the foreign reality.

We submit that a sober consideration of the situation facing the United States in the world today must lead one to the conclusion that a most vital ingredient in our educational program for our defense calls for an informed body of citizens, loyal to our traditions, who possess the ability to think clearly, and who can choose wise courses of action on the issues confronting our nation. Here, programs in the social studies—especially history, geography, economics, and government—have a contribution to make to the defense of the United States that certainly is no less vital than that of other curriculum areas now supported by the National Defense Education Act.

Accordingly, we suggest specifically that Titles III and VI of the National Defense Education Act be broadened to include the social studies.

Specifically, under Title III we suggest that funds be made available for the purchase of some badly needed teaching aids such as maps, globes, and atlases. Also under Title III, funds to help provide more state supervisory personnel in the social studies subjects would aid in stimulating states in strengthening programs in the social studies. It is worth noting that only six states now have specialized supervisory personnel in any of the subjects embraced in the social studies program. In a bulletin recently prepared by the Office of Education, U. S. Department of Health, Education, and Welfare, it is reported, "States now employ 193 specialist-supervisors in science, mathematics, and foreign languages. Before NDEA, only 33 were employed." Thus it is respectfully urged that equal consideration be given to the social studies, the other basic academic area of the curriculum vital to our defense, which is omitted from the present act.

Under Title VI it is specifically recommended that it be broadened to include institutes for teachers of history, geography, economics, government, and sociology. Certainly the need for improved scholarship on the part of teachers of these subjects is no less than that which exists in other subject-matter areas. Also, there is a real need to provide social studies teachers with opportunities that will enable them to keep abreast of research in their field. We are living in a rapidly changing world, and teachers must keep up to date if they are to meet effectively their responsibilities. In addition, it is a fact that many teachers are inadequately prepared in certain aspects of the social studies to enable them to meet current needs. For example, a 1958 study made in Kansas reveals that of 315 teachers assigned to teach world history only 151 had had

any modern European history in college and only 27 had had Far Eastern history. Throughout the nation evidence indicates that only a small percentage of social studies teachers have had courses in geography in their college work.

While specific research studies are not available, it may be safely asserted that most social studies teachers have had little if any college work that would acquaint them with basic background information on Africa, Asia, and Latin America. Institutes on these areas would help provide a significant answer to this problem.

One other point should be mentioned. Many letters from social studies teachers are received in my office on a wide variety of questions. One of the most frequent questions raised is, "Why are social studies teachers discriminated against in that they are not provided with study opportunities and stipends to enable them (1) to be brought up to date on new scholarship in their field, and (2) to fill in gaps in their background on subjects they did not have an opportunity to study in the college programs when they were preparing for teaching." Certainly social studies teachers have needs here that are equally as great as those of other teachers. It seems only fair to them that they be provided with equal opportunities to improve their capacity for teaching in a field as vital as theirs to the defense of our democracy.

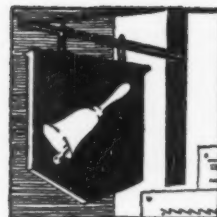
Consequently, it is respectfully urged that Title VI be expanded to include institutes for social studies teachers that will enable them to fill significant voids in their preparation for teaching.

Finally, in connection with the struggle to maintain our democracy, we deem it important that our own freedoms, our dignity as citizens, and our integrity as teachers and educators be safeguarded; accordingly, we endorse the proposed revision to retain the positive oath of allegiance and to eliminate the disclaimer of disloyalty now a part of the act.

The privilege of submitting this statement is deeply appreciated. The careful consideration of the comments and suggestions made is respectfully asked of the House Committee on Education and Labor. We are convinced that there is a consensus on the part of all concerned that the Congress should not enact legislation that in any way is discriminatory, that leads to creating an imbalance in the curriculum, or omits a vital element in our educational program in defense of democracy.

Notes and News

Merrill F. Hartshorn



Nomination for NCSS Officers for 1962

Once more it is time for the membership of the National Council to think about the election of officers and directors. The 1961 elections will be held in November in Chicago, Illinois.

The Board of Directors of the NCSS, after accepting the report of the Election Procedures Committee in 1954, voted that the following criteria recommended to the Board for the selection of nominees be considered advisory and not binding on the Nominations Committee:

The following criteria should be kept in mind for the selection of nominees:

1. Any nominee for the office of Vice-President should have served as a member of the Board of Directors at least one year prior to his nomination.
2. No person shall be nominated for the office of Vice-President who resides in the state where the annual meeting is being held, nor in any contiguous state.
3. The Nominees for the office of Vice-President should have demonstrated leadership in the activities of the National Council for the Social Studies.

It has also been stated that no criteria, other than membership, should be established for positions on the Board of Directors, since this should be a testing ground for leadership.

It is requested that members of the National Council indicate to any one of the members of the Nominations Committee the names of members of the National Council who are, in their opinion, qualified to render distinguished service either as a member of the Board of Directors or as Vice-President. Be sure to include the following information about suggested nominees: (1) name and address; (2) educational position; (3) contributions to the work of NCSS and its affiliates; and (4) contributions to the field of social studies in general.

Such suggestions should be made as soon as possible, certainly before the first of November. The officers to be elected at the annual meeting in Chicago are President-Elect, Vice-President, and three members of the Board of Directors for a three-year term and one member for a two-year term.

Send your nominations to any one of the following members of the Nominations Committee: Dorothy McClure Fraser, Division of Teacher Education, 535 East 80 Street, New York 21, N.Y., *Chairman*; Florence Benjamin, Abington Township Public Schools, Abington, Pa.; Edwin R. Carr, Orange County State College, Fullerton, Calif.; Helen Fairweather, Decatur Public School, Decatur, Ill.; George H. McCune, The General College, University of Minnesota, Minneapolis; and Ronald O. Smith, Portland Public Schools, Portland, Ore.

Ford Foundation Fellowships

As a part of the Ford Foundation's program to help the United States to acquire the knowledge and understanding necessary to meet its increased international responsibilities, fellowships for graduate training related to Latin America in the social sciences, education, and the humanities will be granted for the 1962-63 academic year. The area covered includes Mexico, the Caribbean, Central and South America. Fellowships are available to United States and Canadian citizens and to persons residing permanently in the United States who can give substantial evidence of their intention to become citizens. Age limit for predoctoral applicants is 35; for post-doctoral applicants, 40 years. Previous training relating to foreign field of interest is not required. A monthly stipend, allowances for dependents, tuition, required fees, and necessary transportation are included. Applications will be accepted until November 1, 1961; fellowship programs must be initiated prior to January 1, 1962. Further information and application

forms may be obtained from the Secretary, Ford Foundation Foreign Area Training Fellowships, 477 Madison Avenue, 15th Floor, New York 22, New York.

John Hay Fellows Program

Public senior high school teachers are invited to apply for John Hay Fellowships in 1962-63. Participating states have been Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Utah, Virginia, and Wisconsin, as well as the District of Columbia. Six new states have been added for 1962-63—Kansas, Kentucky, Nebraska, New Jersey, Rhode Island, and Vermont. Winners of awards will study in the humanities for a year at one of the following universities: California, Chicago, Columbia, Harvard, Northwestern, Yale. They will receive a stipend equal to their salary, travel expenses for themselves and their primary dependents, tuition, and health fee. Applicants shall have at least five years of high school teaching experience, and be not more than 55 years of age. Teachers interested in applying for John Hay Fellowships should communicate with Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20, New York. Applications will close on December 1, 1961.

Study Abroad

Elementary, secondary, and junior college teachers interested in teaching in a national or American-sponsored school in another country should consider the teacher exchange program administered by the Office of Education in cooperation with the Department of State as authorized by Public Law #584, 79th Congress, the Fulbright Act, and Public Law #402, 80th Congress, the Smith-Mundt Act. During the 1962-63 school year, approximately 400 grants will be available in 40 countries. The basic qualifications for an exchange teacher include United States citizenship, a bachelor's degree, three years of successful teaching experience, good physical health, moral character, etc. Applications and complete information may be obtained from the Teacher Exchange Section, Office of Education, Department of Health, Education and Welfare, Washington 25, D.C. Applications will be received until October 15, 1961.

Persons interested in study abroad should obtain two booklets *United States Government*

Grants for Study Abroad, 1962-63 and Fellowships Offered by Foreign Governments, Universities, and Private Donors 1962-63. These may be secured from the Institute of International Education, 1 East 67 St., New York 21, New York.

NEA-NCSS Meetings

Among the Promising New Practices in Education section meetings of the NEA convention held in Atlantic City June 25-30, was a report on the project, Improving the Teaching of World Affairs conducted in Glens Falls, (N.Y.) Public Schools with the cooperation of the National Council for the Social Studies. The meeting was chaired by Douglass B. Roberts, Superintendent of schools of Glens Falls, who introduced the topic with "The Importance of ITWA." Merrill F. Hartshorn, Executive Secretary of NCSS, discussed "How the ITWA Idea Began," and Harold M. Long, Director of ITWA, spoke on "Aims and Methods." These presentations were followed by "ITWA in the Classroom," a panel discussion which included Robert N. King, director of curriculum research and development; Mary G. Collins, fifth-grade teacher at Sanford Street School; Mary Renaud, librarian, Junior High School; Harold M. Long, Chairman; Mabelle E. McNulty, social studies teacher at the Junior High School, and Muriel R. Stark, teacher of English and dramatics, Senior High School.

The National Council for the Social Studies in cooperation with the New Jersey Council for the Social Studies held its departmental meeting on June 28 at Atlantic City. Walter E. Kops of Montclair State College, president of the New Jersey Council, presided. A panel discussion of "Interpreting and Teaching American History" was presented. The panelists were Eunice I. Johns, Social Studies supervisor of Wilmington, Delaware; Loren Davis, Social Studies Department Chairman, Milburn, New Jersey; Doretta Chambers of Burlington, N.J.; and Adelene E. Howland, Elementary Education Supervisor of Mt. Vernon (N.Y.) Public Schools.

Colorado

"The Challenge of Africa South of the Sahara" was the topic of the recent annual meeting of the Colorado Council for the Social Studies. The general session featured speeches on "Political Development in East Africa" by Ian D. Adams, Consul of the United Kingdom, and on "West African Problems and the French Community" by Claude Batault, Consul General

of France. When the talks had been heard, the group broke up into sections to continue consideration of various aspects of the main topics: geographic, economic, political, social, personal, and international. African students present at the sessions added much information and interest. José Gonçalves, native and long-time resident of Mozambique, showed slides and discussed farm life there.

The group selected John Yee of Aurora as President; Helen Garrett of Denver, Vice President; Mabel Spalding of Aurora, Secretary; and Richard Schettler of the University of Colorado, Treasurer. J.Y. and D.E.D.

Florida

The Florida Council for the Social Studies will hold its fifth annual social studies clinic at the Hillsboro Hotel, Tampa, November 3 and 4. The theme of the clinic will be "Improving the Teaching of History." Through the cooperation of the American Historical Association's Service Center for the Teachers of History, discussions of Latin America and the Far East will be presented. Sections are also planned on American history, Africa, and Western Europe. Local county officers will meet Friday afternoon. The annual business meeting will be held Saturday morning. The local chairman will be Mrs. Aurora Lloyd of Plant High School, Tampa. J.R.S.

Sabine Area Council

"New Nationalism: Asia and Africa" was the topic of the third annual Southeast Texas Social Studies Teachers Conference held under the joint sponsorship of Lamar State College of Technology and the Sabine Area Council for the Social Studies. Mrs. Ruth Coffey, Manfred Stevens, and George Moutafakis, Lamar professors, discussed "Nationalism: A Definition," "Nationalism in Asia," and "Nationalism in Africa." Robert W. Akers, newspaper editor, reported his first-hand experience with nationalism in Africa. Preston Williams, head of the history department at Lamar State College, planned the conference. V.E.L.

Kentucky

The annual meeting of the Kentucky Council for the Social Studies was held in Louisville April 7. Amry Vandenbosch of the University of Kentucky and Allen Cole of Tufts University discussed "Current Affairs: The Teaching of Asia." A display of free and inexpensive teaching ma-

terials on Asia was also presented. The newly elected officers of the Kentucky Council are Robert K. Foster, Jefferson County Schools, President; and Mrs. Ray D. Greenwell, Louisville, Secretary. F.H.McD.

Michigan

Stanley Dimond of the University of Michigan keyed the annual spring conference of the Michigan Council for the Social Studies with a forecast of "Social Studies in the Sixties." Following there were two sets of group meetings: one concerned with instructional problems of the elementary world history, American history and gifted; the other with instructional procedures such as educational TV, teaching machines, large group instruction, and block time classes. An honorary Life Membership was presented to the retiring president Floyd L. Haight. E.E.Z.

Ohio

The Ohio Council for the Social Studies held its annual spring meeting in Columbus on May 6. Hugh Calkins, Deputy to the Commission Staff Director of the President's Commission on Our National Goals, spoke on "Our National Goals: An Introduction to the Report of the President's Commission." Sections then discussed economic, democratic, social and international goals. Rev. Waldemar Argow spoke on "World Affairs and the Ohio Classroom." Margaret Hoffman, was the general chairman of the program committee.

The following officers were installed: Margaret Hoffman, Toledo, President; Helen Yeager, Cincinnati, President-Elect; Virginia Frankly, Columbus, Secretary; and Marie Kryzan, Youngstown, Treasurer. M.C.

Benton County, Washington

Giovanni Costigan of the University of Washington discussed "The Meaning and Value of Liberalism in American Life" at the annual meeting of the Benton-Franklin Council for the Social Studies. A recording was made of the address and is available for loan by the Bi-County Audio-Visual Library. Reports were made of the mid-winter conference of the Puget Sound Council, by Bob Shea of Kennewick, Louise Fellows of Richland, and Virginia Schafhauser of Finley.

By unanimous ballot, Elsa Nordin of Columbia Basin College was elected President; Thomas G. Mercer of River View High School, Benton

(Concluded on page 302)

Continental Classroom

"CONTINENTAL CLASSROOM," the prize-winning education program, will return to television this season with a course in American government. The National Broadcasting Corporation Television Network will present the series, now in its fourth year, as a countrywide educational TV project.

The National Council for the Social Studies and the American Political Science Association will join NBC and the American Association of Colleges for Teacher Education as professional sponsors in presenting the American government series.

Robert W. Sarnoff, Chairman of the Board of NBC, announced the new plans for "Continental Classroom." "It is difficult to think of a period in our history when effective instruction in the form and substance of democratic government has been so important," he said. "This new course offers virtually every American citizen the opportunity to become better grounded in understanding our republic and better equipped to meet the totalitarian challenge."

President Kennedy hailed the announcement of the government course. "Such a course," he said, "should do much to mobilize greater public interest in and understanding of national, state, and local affairs. In addition, such a program can also do much to encourage more capable people to participate actively in their government."

NBC has engaged Dr. Peter H. Odegard, now Professor of Political Science at the University of California at Berkeley, to teach the two-semester college level course entitled *The Structure and Functioning of American Government*. Dr.

Odegard has been called the dean of political science in this country and one of the best teachers the profession has ever produced. His career as teacher and college administrator spans 37 years. Prior to his teaching at the University of California, he taught at Columbia, Williams, Ohio State, and Amherst, and was President of Reed College.

Dr. Odegard has also had time for public service, serving as consultant to the Secretary of the Treasury and later to the Atomic Energy Commission, and as a member of the President's Commission on Migratory Labor and the National Commission for UNESCO.

The course Dr. Odegard will offer is designed to present an objective and scholarly analysis of the fundamentals and background of government and how the United States government makes and executes its policy in the world. Its fundamental purpose is to help remedy what many observers have called a deficit area in education which has developed in social and political understanding today.

More than 300 colleges and universities are expected to offer the course for full academic credit. Each university is free to utilize the network program at no cost and may charge regular tuition fees for those registering. Institutions are also free to implement the broadcasts with seminars and examinations.

As with past "Continental Classrooms," the government series is being directed to teachers of secondary schools and colleges, to college students, as well as to a general adult audience. National Council Executive Secretary Merrill F. Hartshorn noted the course's value for social

THE COVER PHOTOGRAPH

The photograph on the cover was taken on June 27, 1961, during the press conference in New York at which the NBC-TV Continental Classroom course in American Government for the academic year 1961-62 was officially announced. Seen from left to right are Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies; Edward Pomeroy, Executive Secretary of The American Association of Colleges for Teacher Education; Robert W. Sarnoff, Chairman of the Board of NBC; Peter M. Odegard, Professor of Political Science at the University of California at Berkeley; and Evron Kirkpatrick, Executive Director of the American Political Science Association.

studies teachers. "The opportunity for social studies teachers to take a course in government with Professor Odegard is a privilege few of them would ever profit by and enjoy except for 'Continental Classroom.' As social studies teachers develop their background by participation in the government courses offered by NBC, they in turn will be able to improve their teaching of history and government in courses in our schools."

The broadcast will be carried by more than 170 local stations in the country, Monday through Friday, from 6 to 7 A.M., starting September 25. The hour will be divided, the American government course taking the second half hour, and a re-run of last year's main course, Contemporary Mathematics, in the first portion. The weekly audience for the two courses given last season was estimated at 1,200,000.

An 11-man Advisory Board for the course has been named by the American Political Science Association. Its members are: Clinton Rossiter, Professor of Political Science, Cornell Univer-

sity; Malcolm C. Moos, Adviser on Public and Political Affairs to the Rockefeller Brothers, formerly consultant to President Dwight D. Eisenhower; Edward Pomeroy, Executive Secretary, American Association of Colleges for Teacher Education; Stephen Bailey, Assistant Director, Maxwell School of Citizenship, Syracuse University; Pendleton Herring, President, Social Science Research Council; Evron Kirkpatrick, Executive Director, American Political Science Association; Elmer E. Schattschneider, Chairman of the Department of Government, Wesleyan University, and former President of the American Political Science Association; Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies; Wilson Compton, formerly President of the State College of Washington; J. Ralph Rackley, Dean of the College of Education, Pennsylvania State University, and President of the American Association of Colleges for Teacher Education; John H. Haefner, Department of Social Studies, University High School, Iowa City, Iowa. —F.W.T.

NOTES AND NEWS

(Continued from page 300)

County Vice President; Jim Shaefer, Columbia Basin College, Vice-President for Franklin County; Gennie Kent, Kennewick, Secretary-Treasurer. M.T.

Correction

The Notes and News Department regrets an error in the listing of the members of the Joint Committee on Business Sponsored Services and Resources which appeared in the May 1961 issue of *Social Education*. The correct list of Representatives from Business and Industry is as follows:

Julian Street, Jr., U. S. Steel Corporation, Vice-Chairman
Allen Felix, New York Stock Exchange
Robert C. Lusk, Automobile Manufacturers Association

Allison J. McNay, Standard Oil Company of California
Harlan Miller, Institute of Life Insurance
George A. Reitz, General Electric Company

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your contributions as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: John Yee and Donald E. Drollinger, J. R. Skretting, Viona E. Long, Flora H. McDonald, Esther Zander, Miller R. Collings, and Margaret Thompson.

NCSS 41st Annual Meeting Chicago, Illinois

SOCIAL STUDIES teachers will have an opportunity to visit Chicago's historical and cultural centers if they attend the 41st Annual Meeting of the National Council for the Social Studies which will be held at the Morrison Hotel, November 22-25, 1961. The Morrison will serve as headquarters hotel and all NCSS members will receive room reservation cards, together with the complete annual Meeting program, before November 1.

For those able to arrive during the first part of the week, there will be an opportunity to visit schools and enjoy tours to the historical and cultural centers in and around Chicago.

On Wednesday, November 22, the Fifth NCSS House of Delegates will meet. The meeting is for official delegates from affiliated councils, but observers are permitted to be present. All delegates and observers must be members of the National Council for the Social Studies.

On Thursday morning and afternoon NCSS standing and *ad hoc* committees will hold meetings. Many of these meetings will be open to all NCSS members.

From Thursday through Saturday noon, seventy-five exhibits of educational materials particularly useful for teachers of social studies will be on view.

The Local Arrangements Committee and Chicago teachers will present a reception for meeting attendants Thursday afternoon. The First General Session will open at 8 P.M.

Friday there will be four morning assemblies followed by four luncheon meetings which will give consideration to the cooperative study of the social studies curriculum being made by the American Council of Learned Societies and the National Council for the Social Studies. The Annual Business meeting will also be held on Friday morning. During this session the election of officers for the coming year will take place.

Some of the Friday afternoon section meetings will carry forward the discussion of the joint NCSS-ACLS curriculum project. Other section meetings will deal with the following topics: The American Assembly: What It Is and How It Can Be Used with High School Stu-

dents; What Tests Are Needed to Measure the Outcomes of Instruction Grades 1-12; In Certification of Social Studies Teachers, What Training Ought They to Have?; New Viewpoints in Teaching World History; Effective Use of NCSS Publications; Academic Freedom and Academic Responsibility; The Midwest in International Trade; and Teaching in a Culturally Deprived Area. Friday evening is set aside for the Annual Banquet.

Saturday morning section meetings will consider the following topics: Working with Student Teachers; The Problem-Solving Approach in Teaching Economics: A Case Study; What Should We Teach About Communism; Primary Workshop or Demonstration; Scholarships and Fellowships; New Approaches to the Training of Social Studies Teachers; Twentieth Century Diplomacy; The Political Turmoil in Africa; New Directions to Quality Education in the Secondary Schools; Latin America: Our Vital Concern; Responsibility of Social Studies Teachers for Moral and Spiritual Values; Enrichment or Acceleration for the Gifted.

The Saturday General Session luncheon will be devoted to a summary of the earlier section meetings dealing with the cooperative NCSS-ACLS project and a projection of future plans.

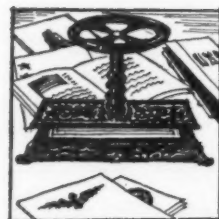
Saturday afternoon section meetings will deal with the following topics: Airborne Television: A Presentation of the Plan and What Can Be Expected from It; Audio-Visual and Other Aids as Adjuncts to the Teaching of the Social Studies; The NEA Instructional Project; Reading in Social Studies in the Elementary School; NCSS Yearbook, 1962-Elementary School; Understanding World Cultures; Knowledge Needed for Living in a Nuclear World; Uses of Maps and Globes in Junior-Senior High School Programs; Research in the Social Studies.

Further details about the program and arrangements will appear in the November 1961 issue of *Social Education* and in the official program. For complete information write Merrill F. Hartshorn, Executive Secretary, NCSS, 1201 Sixteenth Street, N.W., Washington 6, D.C.

-M.F.H.

Pamphlets and Government Publications

Louis M. Vanaria



From *COPE Memo* (Committee on Political Education, AFL-CIO, 815 16th St., NW, Washington, D.C. \$1 per year) comes this "How's That Again?" tidbit: "The following appeared in the Letters to the Editor column of the Sacramento, Calif., *Bee*: 'Sir: I recently came upon the Congressional Record, which I understand is an official Government publication. In that publication was a vicious article attacking the John Birch Society. When a magazine can attack a patriotic organization like the John Birch Society that is carrying freedom of the press too far. I think the Congressional Record should be investigated and if it is found to be un-American it should be suppressed.'"

Teaching Democracy's Advantages

Madolyn W. Brown, Social Studies Supervisor for Dade County (Fla.) Public Schools, has prepared a report on where and how the Dade County social studies program in grades 9-12 emphasizes "pride and faith in the American Way of Life through the study of competing forms of government." See *Democracy: Its Advantages Over Competing Ideologies* (Administrative Offices, Dade County Public Schools, 1410 NE 2nd Ave., Miami 32, Fla., 11 p. 1961, 50 cents).

Community of Fear

A pamphlet in the series that discusses "The Free Society" is Harrison Brown and James Real, *Community of Fear* (Center for the Study of Democratic Institutions, Box 4068, Santa Barbara, Cal., 40 p., 1960, free). This is a background paper on the arms race as it relates to the technology of modern war. What is the nature of the arms race? What are the consequences of its perpetuation likely to be? Any quarrel with these concluding comments? "If any one nation which possesses nuclear potential believes that the war system is not obsolete, it will be retained. The arms race, already almost incomprehensible in its capacity for mass annihilation, will be elaborated with new elements

—chemical, biological, psychological—until the arsenals are packed with devices to destroy all the peoples of the world many times over. Yet in the long run the grisly 'race' can produce no winner. In any future war the consolation prizes can only be surrender, stalemate, or death."

From the same source obtain also the free pamphlets *The U.S. and Revolution* and *The Bill of Rights and the States*.

Bureau of the Census

The growing size of our younger population and the increasing flow of these persons into our school systems have drawn the attention of school administrators, governmental planners, community leaders, and the general public to the future levels of school and college enrollments. The Census Bureau's *Current Population Reports*, Series P-25, No. 232, "Illustrative Projections to 1980 of School and College Enrollment in the United States" (Bureau of the Census, Washington 25, D.C. 12 p. 25 cents) presents several series of projections of enrollments. Based on various combinations of assumptions, the Bureau predicts an enrollment for 1980 in elementary schools and kindergartens ranging from 34 to 49 million, high school enrollment ranging from 13 to 17 million, and the number of college students ranging from 6 to 9 million.

A description of the complete publication program for the 1960 Census may be obtained free of charge from the Bureau.

Teaching Aids in Economics

The New York State Council on Economic Education has a library from which materials may be borrowed for one week. A list of materials, including a topical file of pamphlets, appears in *Teaching Aids in Economic Education: An Annotated Bibliography* (N.Y. State Council on Economic Education, 610 E. Fayette St., Syracuse 3, N.Y. 29 p. 50 cents).

Annotated Bibliography of Materials in Economic Education: 1961-62 (Joint Council on

Economic Education, 2 W. 46th St., New York 36, N.Y. 68 p. 75 cents) is a new edition of a useful guide. Grade level placement and price (if any) accompany each of the 453 items.

Speaking of teaching aids, "The Narrative Summary" has been used effectively by one teacher for many years. Details of this learning device, described in a "Gestafax" reprint, may be obtained free from Dr. Jack W. Entin, 147-04 77th Rd., Flushing 67, N.Y. Send a stamped self-addressed envelope.

Distress, Jobs, Growth, and Abundance

A comprehensive program for elimination of areas of chronic unemployment appears in *Distressed Areas in a Growing Economy* (Committee for Economic Development, 711 5th Ave., New York 22, N.Y. 74 p. 1961, \$1). Remedies include stepped-up vocational training to prepare the chronically unemployed for new jobs in home areas or elsewhere; subsistence during retraining; the encouragement of reemployment of workers over 45 years of age; lowering production costs to promote growth and improve competitive positions; and the establishment of Federal Reserve Development Corporations in each of the 12 Federal Reserve Districts to supplement state and private financing of new business ventures and necessary public facilities for stricken areas.

Jobs and Growth (Conference on Economic Progress, 1001 Connecticut Ave., NW, Washington 6, D.C. 96 p. 1961, 50 cents) is a study of the causes of idle manpower and plant, not just during the most recent recession, but during all of the past eight years. Specific programs and policies are set forth.

"Modern industrial technology produces a vast material surplus of goods, many times greater than the need of the workers engaged in producing it. That surplus goes begging for consumers because technology has subverted the social institution of work." More on this theme may be found in Gerard Piel, *Consumers of Abundance* (Center for the Study of Democratic Institutions, Box 4068, Santa Barbara, Cal., 10 p. 1961, free).

Human Relations and Group Processes

The National Training Laboratories, a division of Adult Education Service, NEA, has seen as its major purpose building bridges between

the social scientist and the practitioner attempting to apply scientific knowledge in solving day-to-day problems. A pamphlet series, designed to bring together papers published since 1945 by various members of NTL's staff—together with some unpublished materials—all bearing on major concerns in human relations training, includes *Group Development* (106 p.) and *Leadership in Action* (96 p.). The price is \$2 each and they are available from the National Education Association, 1201 16th St., NW, Washington 6, D.C.

Sociology Reprints

The first of the Bobbs-Merrill reprint series in the social sciences emphasizes general sociology. Send for the catalogue-folder describing approximately 300 titles in the initial list. Most reprints are 25 cents; some are 50 cents. Later series, now in preparation by Bobbs-Merrill (1720 E. 38th St., Indianapolis 6, Ind.), will provide reprints in anthropology, political science, psychology, and more sociology.

Foreign Policy Association

With the June 15, 1961 issue, the *Foreign Policy Bulletin* came to an end. Started in 1921, it was the first regular periodical to be published by the Foreign Policy Association, and for many years it appeared as a four-page weekly. The Association will concentrate its publication resources on the *Headline Series*, "Great Decisions" fact sheets, other study materials, and on *Intercom*, as a regular guide to the whole range of excellent world affairs materials and services now available from hundreds of official and unofficial sources.

The June issue of *Intercom*, continuing its attractive new format, features "Focus on the Soviet Union." The focus is broad enough to include such topics as foreign policy, economics, education, public health, East-West exchange, and the activities of American voluntary organizations. As always, the issue is rich in sources of world affairs materials and it contains an excellent reading list on the Soviet Union, U.S.-U.S.S.R. relations, and world communism. The teacher's rate for *Intercom* is \$3 per year. It is published by the Foreign Policy Association-World Affairs Center, 345 E. 46th St., New York 17, N.Y. The first fall issue contains the third edition of "Annual World Affairs Program Handbook."

(Concluded on page 319)

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- ☐ **THE BIG CHANGE IN WORLD MARKETS**
The astounding growth of international trade, and how free world countries are meeting challenges of expansion. Available for colleges and high schools. 31 mins. Color.or.....
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- ☐ **EUROPE WITHOUT FRONTIERS** Date desired
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- ☐ **LIFELINES U.S.A.**
Photographed in seaports of the world, shipping plays a major role in this nation's economy, and expanding world markets. Available for adults and high schools only. 26 mins. Color.or.....
- ☐ **THE LIVING CIRCLE**
A colorful story of the economic interdependence of North and Latin America, and how trade has brought about a better understanding. 13½ mins. Color.or.....

LIFE TODAY

- ☐ **THE AGES OF TIME**
A classic story of eternal, ageless time, its history and its future as seen through glimpses into man's past and future. 18 mins. Color.or.....
- ☐ **ALUMINUM ON THE MARCH**
From bauxite fields to mills and factories, and finally to home, farm and business 28 mins. Color.or.....
- ☐ **THE HOUSEHUNTERS**
Edward Everett Horton narrates this humorous and informative film on the problems confronting two couples considering the purchase of a house. High School and above. 13½ mins. Color.or.....
- ☐ **THE ROAD TO BETTER LIVING**
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- ☐ **YOUR SAFETY FIRST**
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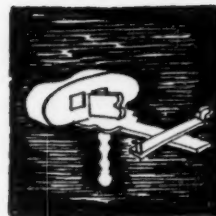
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Sight and Sound in Social Studies

William H. Hartley



All About Films

Of the making of motion pictures there seems to be no end. So many good films have come to our attention lately that we have decided to devote this entire issue of "Sight and Sound" to a consideration of current movies. Most of the reviews are brief, but we have tried to include the essential information about source and price.

Some of our readers have been concerned about the prices quoted in these pages. Films selling at \$200 or \$300 seem to have only an academic interest to teachers operating on extremely limited budgets. All of these films may be rented by the day at a nominal fee from local educational film libraries. Rental fees are included with our reviews when the producer rents as well as sells his films. When no rental fee is listed, inquire of your nearest film library concerning the film in which you are interested or write directly to the producer to learn of the nearest rental source of his films.

ACI Productions, 21 West 46th St., New York 36.

Hopi Katchinas. 10 minutes; color; sale, \$100. An explanation of the commonly seen but seldom understood Katchinas dolls provides the key to the true meaning of Hopi culture. The carving and painting of the dolls leads to an explanation of their religious meaning. The film culminates in an actual Hopi Butterfly Dance.

Navajo Silversmith. 10½ minutes; color; sale, \$120. Many examples of Navajo cast silverwork are shown. A story of a sensitive people in a stark land.

Switzerland of America. 11½ minutes; color; sale, \$120. A look at southwestern Colorado with its thriving farms, herds of sheep, lumber mills, ghost towns, and abandoned mines.

Outlaw Country. 13½ minutes; color; sale, \$120. Views of southern Utah and northern Arizona. A sequence on an Indian tribe living in the Grand Canyon.

American Waterways Operators, Inc., Suite 502, 1025 Connecticut Ave., Washington 6, D.C.

The Master Element. 29½ minutes; color; free loan. The dramatic story of the conservation, control, and utilization of America's precious water resources. Includes sequences on water transportation, harbors, recreation,

floods, hydroelectric power, and water in our everyday lives.

Association Films, Inc., 347 Madison Ave., New York 17.

Trouble in Paradise. 30 minutes; color; free loan. The people of Paradise had won a war. But they were losing the peace to their new enemy, inflation. How they stopped inflation is clearly and forcefully told through animation.

Story of Cerro Bolivar. 14 minutes; color; free loan. A documentary on the discovery, development, and operation of an iron ore mine in Venezuela.

The Significant Years. 26 minutes; black-and-white; free loan. The events and personages of the past quarter century is told from newsreel footage.

The Big Change in World Markets. 32 minutes; color; free loan. Shows that for many countries the post-war recovery has been astounding.

Modern Steel Making. 23 minutes; color; free loan. Basic steel making today in blast, open hearth, and electric furnaces.

The Waiting Harvest. 23 minutes; color; free loan. The story of United States Steel's role in the recovery and production of basic chemicals from coal and how these chemicals become plastics, paints, fertilizers, drugs, and other products.

Education Is Everybody's Business. 17½ minutes; color; free loan. Shows the dramatic changes since the turn of the century. Emphasizes the important role of higher education in providing the essential training for research and specialized services.

New England Portrait. 28 minutes; color; free loan. A travelog-in-depth that probes the land, industries, and the historic heritage which have forged the New Englander. "The American Civil War." A series of 13 motion pictures based on the photographs of Mathew Brady. In black-and-white, they may be rented for \$7.50 each. Titles are: *Storm Over Sumter*, *Mr. Lincoln's Politics*, *Brady of Broadway*, *Iron Clad*, *The Search for the Monitor*, *Antietam*, *Homefront*, *Battle of Gettysburg*, *The Mississippi River Campaign*, *The Blockades*, *Grant and Lee*, *Appomattox*, *Night of the Assassins*.

Atlantis Productions, Inc., 7967 Sunset Blvd., Hollywood 36, California.

Africa Awakens—Modern Nigeria. 20 minutes; Sale: color, \$200; black-and-white, \$120. An up-to-date record of Africa's most populous country.

Africa Is My Home. 20 minutes; sale; color, \$200; black-and-white, \$120. The life story of an African maiden as her people march toward independence.

African Girl—Malobi. 10 minutes; sale: color, \$110;

black-and-white, \$65. The everyday life of a young girl in west Africa.

Audio-Visual Center, Indiana University, Bloomington, Indiana.

Stars and Stripes on Display. 14½ minutes; color; sale, \$150. Deals with proper methods of displaying and paying respect to the flag. Explains the symbolism of our new 50-star flag.

Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28, California.

The Lumberyard. 11 minutes; color or black-and-white; sale, apply. A kindergarten-primary grade film which traces the source of our lumber from forest to sawmill to lumberyard.

Coronet Instructional Films, 65 E. South Water St., Chicago 1.

Geography of South America: Argentina, Paraguay, Uruguay. 11 minutes; sale: color, \$110; black-and-white, \$60. Tells how the economy and the life of those countries are influenced by the Plata-Panama river system. Reviews achievements and problems of the people.

Geography of South America: Countries of the Andes. 11 minutes; sale: color, \$110; black-and-white, \$60. Historical and geographical survey of Bolivia, Ecuador, Peru, and Chile. Describes the topography and its relationship to resources and cultural development.

Geography of South America: Brazil. 13½ minutes; sale: color, \$137.50; black-and-white, \$75. Geographic features and their relationship to crops of coffee, cotton, and cacao. Views of jungles, farmlands, plantations, mines, industries, and cities.

The Mississippi River: Background for Social Studies. 13½ minutes; sale: color, \$137.50; black-and-white, \$75. Follows the "Father of Waters" from its source to the mouth. Emphasizes the importance of the Mississippi as a drainage basin for more than a third of the continent and indicates its geographic, commercial, and historical influence on adjacent lands.

The White House, Past and Present. 13½ minutes; sale: color, \$137.50; black-and-white, \$75. From the original plans to the expanded and remodeled mansion of today, the film traces the story of this world-famous building.

Department of Health, Education and Welfare, Social Security Administration, Baltimore 35, Maryland.

Before the Day. 28 minutes; black-and-white, free loan. An account of the founding of the several programs that make up social security. It is the story of what happened before the day social security started, and what happens before the day the first social security check arrives. Starting with the depression days of the thirties, *Before the Day* shows the historical background out of which the 1935 Social Security Act emerged. The various benefits are explained and the work of the national headquarters near Baltimore is shown.

Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 25.

"Communication Arts Series." Two films for elemen-

tary-junior high school social studies. Titles are: *A Newspaper Serves Its Community* (13 minutes; color; sale, \$135) and *Television Serves Its Community* (13 minutes; color; sale, \$135).

Films Production Service, Virginia Department of Education, Richmond 16, Virginia.

Tippecanoe and Tyler Too. 12 minutes; black-and-white; rental, \$2. Biographical studies of William Henry Harrison and John Tyler lead to the Presidential campaign of 1840.

James Monroe, The Boy, The Man, and The President. 23 minutes; rental: color, \$5.50; black-and-white, \$3.50. Monroe is seen as a schoolboy, fighter in the Revolution, statesman, and President.

George Mason of Gunston Hall. 11 minutes; rental: color, \$3; black-and-white, \$2. "The Pen of the Revolution" is revealed to us through his major historical contributions and through the home and surroundings in which he lived.

Virginia's Capitol. 11 minutes, rental: color, \$3; black-and-white, \$2. Presents Capitol Square in Richmond showing the capitol designed by Thomas Jefferson, the Houdon statue of Washington, and other sights of interest.

The Wilderness Road. 23 minutes; rental: color, \$5.50; black-and-white, \$3.50. Explorations and adventures of Daniel Boone, George Rogers Clark and other pioneers of the rugged frontier.

Common Law. 13 minutes; color; rental, \$3. Traces the history of common law from its establishment on this continent at Jamestown to modern times and relates common law to our contemporary lives and freedoms.

International Film Bureau, Inc., 332 South Michigan Ave., Chicago 4.

The England of Elizabeth. 26 minutes; color; sale, \$225. This film carries the viewer back to the sixteenth century, to the greatness and glory of the Elizabethan period. Views of the English countryside, art treasures, early maps, books, and architecture, combined with narration, review the period. Among the events pictured are the Reformation, printing press, Drake's voyage around the world, Shakespeare, growth of the maritime fleet, the personality and influence of Elizabeth.

National Schools Committee, 51 East 42nd St., New York 17.

The Treasure of Toquepala. 18 minutes; color; rental, \$10. How tools provided by American capital brought water to a rugged area of Peru to make possible the mining of copper.

NET Film Service, Indiana University, Bloomington, Indiana.

"Twentieth Century Revolutions in World Affairs." A series of nine, 30-minute films on political, economic, and social revolutions of this century. Each film traces the development of major ideological, philosophical, and practical upheavals of the past 60 years. Titles are: *The Revolution in Europe's Role in the World*, *The Fascist Revolution*, *The Russian Communist Revolution*, *The Revolution in the Colonial World*, *The Weapons Revolution*, *Japan's Revolution*, *The Revolution in Human Expectations*, *The U.N. in a Revolutionary World*, *The U.S. in*

a *Revolutionary World*. Prints are available at \$125 per title.

Sutherland Educational Films, 201 North Occidental Blvd., Los Angeles 26.

Roman Life in Ancient Pompeii. 16 minutes; color; sale, \$150. Photographed in an almost perfectly preserved section of the city, this film leads the viewer through homes, streets, shops, a banquet, and an amphitheater.

Text-Film Department, McGraw-Hill Book Company, 330 West 42nd St., New York 36.

"The Twentieth Century." Twenty-three films from the award-winning CBS television series. Each film is approximately 26 minutes in length; \$135 per print; rent from nearest educational film library. Titles include: *Ataturk, the Father of Modern Turkey*, *Auto Biography* (story of the automobile), *Crisis at Munich*, *Dust Bowl*, *The Fall of China*, *F.B.I.*, *FDR: Third Term to Pearl Harbor*, *From Kaiser to Fuehrer*, *Gandhi*, *Goering*, *Man of the Century*, *Churchill* (54 minutes—\$250), *Mussolini*, *Revolt in Hungary*, *The Movies Learn to Talk*, *The Times of Teddy Roosevelt*, *The Week that Shook the World* (Germany's march into Poland on September 1, 1939), *Toward the Unexplored* (the x-2 rocket), *Trial at Nuremberg*, *Turn of the Century*, *Victory Over Polio*, *War in China: 1932-1945*, *War in Spain*, *Wilson's Fight for Peace*.

"Problems of Democracy Film Series." Nine motion pictures for use in senior high school courses on government and problems of democracy. The series consists of six lecture films, narrated by Professor Stephen J. Bailey of Syracuse University, and three documentary films. Running time of each film is 28½ minutes. The lecture films cost \$160 each; the documentaries \$175 each. Write for rental sources. Titles are: *What Kind of Government Have We?* (lecture), *A President's Power Contested* (documentary on 1952 steel plant seizure by President Truman), *What Our Founding Fathers Did Not Foresee* (lecture), *Presidential Leadership* (lecture), *A President Negotiates—Diplomacy at the Summit* (documentary on the 1960 Summit Conference in Paris), *The Presidential Office* (lecture), *The President and Congress* (lecture), *A Law Is Made* (documentary on the Housing Act of 1959), *The Functions of Congress* (lecture).

"Planet Earth Film Series." Thirteen motion pictures in color and black-and-white produced by the National Academy of Science under a grant from the Ford Foundation. Sale: color, \$150; black-and-white, \$80. Titles are: *The Hidden Earth*, *The Shape of the Earth*, *The Force of Gravity*, *The Inconstant Air*, *Secrets of the Ice*, *Challenge of the Oceans*, *The Nearest Star*, *The Flaming Sky*, *Magnetic Force*, *Radio Waves*, *Cosmic Rays*, *Research By Rockets*, *Science in Space*.

Harvest of Shame. 54 minutes; black-and-white; sale, \$250. Plight of millions of migratory workers who harvest America's crops. A TV "CBS Report" film narrated by Edward R. Murrow.

University of Southern California, Film Distribution Division, University Park, Los Angeles 7.

American Buyer. 8 minutes; black-and-white; sale, \$45; rental, \$3. A foreigner's impression of the American supermarket.

Bridges for Ideas. 24 minutes; black-and-white; sale, \$75; rental, \$3.25. Examines communication media such as language, fine arts, motion pictures, radio and television. Shows the importance of understanding functions and techniques of these media in communicating facts and concepts.

The Harbor. 19 minutes; black-and-white; sale, \$75; rental, \$3. Shows the growth and importance of the Los Angeles harbor as it serves the community and the nation.

University of Washington, Audio-Visual Services, Seattle 5.

Teaching Machines—The Theory and Art To Date. 20 minutes; black-and-white; sale, \$120; rental, \$7.50. Considers the historical development and current status of this highly controversial medium.

Teaching Machines—Programming. 20 minutes; black-and-white; sale, \$120; rental, \$7.50. Fundamental learning principles are stressed with primary emphasis on the Skinnerian approach.

Of All Things

Write to McGraw-Hill Text-Films (330 West 42nd St., New York 36) for a brochure on their many "American History Films." This list includes the "You Are There" TV films, the Ford Foundation's "Constitution Series," the "Air Power Series," and "The Twentieth Century" series.

"Films from Britain" is the title of a publication listing the best British Documentary films available in the United States. The catalog and the films may be obtained through Contemporary Films, Inc., 267 West 25th St., New York 1.

Certain to be of interest to those studying Asian affairs is a new film concerning the activities of the SS *Hope*, a converted Navy Hospital ship serving as a medical teaching and training vessel. The documentary film of the first months of the ship's visit in Indonesia depicts the story behind the launching of the vessel and continues with its unique operations in medical diplomacy. Particularly for those studying the philosophy of the Peace Corps, the film is of great value for its example of what can be accomplished in a people-to-people program. *Voyage of the SS Hope* is available at no rental charge through the Film Department, Project HOPE, 1818 M St., N.W., Washington 6, D.C.

Teachers interested in the history of the motion picture will want a copy of Film Incorporated's (1150 Wilmette Ave., Wilmette, Illinois) brochure, "Four Decades of Films." Here are listed outstanding feature films, available in 16 mm size, for showing in schools.

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Book Reviews



Ralph and Marian Brown

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. (Patrick Henry, speech in Virginia Convention, St. John's Episcopal Church, Richmond, Virginia, March 23, 1775-)

Conducting a book review section in a magazine such as *Social Education* is a difficult task. One cannot possibly review all of the important books in all of the social sciences, not to mention texts and books for children. There is always too little space; one has neither the time to do it all nor the money to conduct the necessary correspondence for nation-wide coverage of all such books. Inevitably, therefore, there must be a process of selection. Yet the very process of selection leaves one open to criticism. Why was this book selected for review? Why was that book neglected?

As we initiate a period of service as book review editors of your magazine, we wish to pay sincere tribute to the work of our predecessor. Daniel Roselle has, in our opinion, done a magnificent job. That does not mean that we propose to follow the same pattern as he, for each person has different interests. Furthermore, much of our interest in and appreciation of Dr. Roselle's work stemmed from his own inimitable style; it would be foolish for us to try to duplicate that. The author of the *Monsieur Dannie* series cannot, in our opinion, be copied or imitated.

We recognize the fact that we have insufficient space to cover all books that deserve notice. We will, therefore, devote most of our attention to (1) books that, either because of their nature or their publisher, are not likely to be well known to teachers or to be well-covered in the usual book review media; (2) unusual publishing ventures which we feel should be known to teachers of the social studies; (3) books that are so significant that, we believe, they are *must* items for many of the readers of *Social Educa-*

tion; (4) series or groups of books that have value because of their association with other books; and (5) reprints or new issues of classics in the social sciences.

We will, from time to time, provide listings of books that we believe have value to our readers. We hope for some special features—our plans are still in the formative stage. We do not intend, as of this writing, to attempt full coverage of either texts or books for young children (6 to 10). There are so many of both groups; the former are covered in annual supplements in this magazine, the latter are well covered in various lay media.

We have our own interests and prejudices. One of us has a doctorate in American history, the other in psychology and personnel work. Between us we have taught the social studies from the middle grades through the graduate school. We shall try not to be too partial to our own interests.

Finally, we solicit your comments and suggestions. Please write to us about books that should be covered, reviews or essay-reviews that you would like to do for us, or the things that you like or do not like about the book review section.

Ralph and Marian Brown
44 West Court Street
Cortland, New York



BOOKS FOR CRUCIAL TIMES

Disarmament: The Challenge of the Nineteen Sixties. By James P. Warburg. New York: Doubleday and Company, 1961. 288 p. \$4.50.
The Nation's Safety and Arms Control. By Arthur T. Hadley. New York: The Viking Press, 1961. 160 p. \$3.00.

These two authors are in agreement on numerous important points. Both believe that the problem of disarmament needs immediate attention in a world facing possible extermination.

Both agree that the world's safety demands putting a halt to the development of nuclear weapons. Both find the greatest threat to peace in the possibility of accidental war. Both, finally, are in accord on the dangerous lag of public opinion: its unwillingness to recognize the danger of nuclear explosions and the seriousness of the threat to peace and order.

The basic questions, of course, are: shall we limit arms? or shall we do away with arms completely? Disarmament, or arms control. Neither book supplies all the answers; both books should be read and pondered by thoughtful social studies teachers.



Russia and the West Under Lenin and Stalin.

By George F. Kennan. Boston: Little, Brown and Company, 1961. 398 p. \$5.75.

Dragon in the Kremlin: A Report on the Russian-Chinese Alliance. By Marvin L. Kalb. New York: E. P. Dutton Company, 1961. 251 p. \$4.50.

Mr. Kennan is the author of two earlier volumes on the development of the Communist state in Russia. Now ambassador to Yugoslavia, it may be some time before he continues his historical writing. The emphasis in this present volume is on the first half of the 1920's; there is less attention to the 1930's and 1940's. The characterization is superb. Teachers wishing descriptions of Lenin, Stalin, Hitler, Molotov—a host of lesser figures—that they can use in their classrooms, will find them here. The major question would seem to be: does George F. Kennan really understand the Russian philosophy and character? Or is he wrong in his assumptions and interpretations?

Mr. Kalb is one of our best informed journalists when it comes to anything connected with the Soviet Union. In preparation for this book he traveled about the world, talking with so-called "experts" in a dozen countries, asking them about the Sino-Soviet relationship. The answers he obtained are confusing. They reveal the great ignorance about the Chinese situation that clouds the thinking of even those who are supposed to know. Mr. Kalb's comments are often sharp and provocative, his conclusion is perhaps the most valuable part of the book. It reveals the author's insight into the Chinese situation.



SOURCES IN PAPERBACKS

Teachers of the social studies are frequently exposed to arguments favoring the use of primary source materials. It seems probable that an overwhelming proportion of such teachers recognize the merits of first-hand sources, and in theory, at least, advocate their use. The difficulty lies in the fact that many teachers have access to few such sources of information. Corinth Books (c/o The Citadel Press, 222 Park Avenue, New York 3, New York) have projected a series of books that should be of assistance to all teachers of American history by providing inexpensive and easily available source materials.

This publisher has announced *The American Experience Series*. They indicate that this series will be "devoted to new editions of historic books which tell, in a unique way, the story of the individual in our country. These are the memoirs, journals, autobiographies and other writings that expressed the struggles, interests, and hopes of Americans from earliest times to the present. These contemporary volumes give perspective and meaning to what has become known throughout the world as the American Spirit." The Consulting Editor of the series is Professor Henry Bamford Parkes of New York University, author of such books as *Gods and Men*, *A History of Mexico*, and *The American Experience*.

The first ten volumes in this series have just appeared. Each has a new introduction by a competent historian, each is bound in heavy paper with book stock papers used throughout, and each contains original illustrations well reproduced. The length varies between 131 and 303 pages. The prices range from \$1.25 to \$1.95. There is some slight variation in format and content: some have an index, some contain material in appendices, at least one has a list of related readings. The amount of editing of the original edition also varies.

One of the volumes deals with the period of exploration. *Christopher Columbus: Four Voyages to the New World; Letters and Selected Documents* (\$1.75—AE 5) is an exact reprint, unaltered and unabridged, of the famous selection of letters of Christopher Columbus with other original documents relating to his discoveries that was originally published in 1847, by the Hakluyt Society. Only the original preface and introduction have been omitted, and a new introduction has been supplied by Professor John E. Fagg of New York University. A variety

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of letters and reports, both by Columbus and his associates, shed interesting light on both the personality and ability of Columbus and on the problems encountered by the first Spanish to visit the New World.

Two volumes deal with the eighteenth century prior to the American Revolution. An earlier generation of Americans became familiar with Major Robert Rogers through Kenneth Roberts' excellent historical novel *Northwest Passage*, or the movie made from it. Howard H. Peckham, Director of the William L. Clements Library and author of several books dealing with the last half of the eighteenth century, has provided a new introduction for the *Journals of Major Robert Rogers* (\$1.50—AE 6) reprinted from the original edition of 1765. The editor points out that "But for the French and the Indian War, Robert Rogers might have remained an obscure, uneducated frontiersman of New Hampshire, chained to some stony acres and known locally only for his instability and athletic prowess. Warfare, however, brought out his particular genius; it provided him with his opportunity for fame and a military reputation

he richly deserved. . . ." The journal covers the period between September 1755, when Rogers was at Lake George, and January 1761, when he had received the surrender of Detroit. Few sources will do more to bring to life the real character of a colorful but oft neglected period of American history.

Frederick B. Tolles of Swarthmore College, eminent historian of Quakers and their faith, has written an introduction for *The Journal of John Woolman*, and *A Plea for the Poor* (\$1.75—AE 2). This is an exact textual reproduction of the famous John Greenleaf Whittier edition of 1871. Perhaps the best literary expression of Quakerism in its first two centuries, this journal was first published shortly after Woolman's death in 1774. "Recorded" a minister when only 23, Woolman spent most of his life traveling about the colonies, visiting Quaker churches and observing social and religious customs and ideas. "More than any other single influence," Tolles tells us, "it was Woolman's clear and steady voice that woke the conscience of the Quakers and ultimately, through them, of the Western world to the moral evil of slavery." As a means

of understanding the power of a gentle faith, as a source of insight into the cultural and social life of the colonies just before the Revolution, or as an introduction to the study of the slavery crisis in American history, this journal is of continuing value.

It is difficult to make real the events of nearly two centuries ago. Teachers may describe the bloody footprints of sentries in the snows of Valley Forge. Much more realistic, however, are the descriptions of the suffering endured by Patriots who were captured by the British, as set forth in *Recollections of the Jersey Prison Ship, from the Manuscript of Capt. Thomas Dring* (\$1.25—AE 8). Lawrence H. Leder of Brandeis University has written a new introduction to this book, first published in 1829. He points out that "As Captain Dring's Recollections so vividly demonstrate, the American Revolution was more than an ideological dispute between Great Britain and her colonies; it was war with all of the associated horrors." Moses Coit Tyler once observed that "Perhaps no aspect of the Revolutionary War has touched more powerfully the imagination and sympathy of the American people, than that relating to the

sufferings borne by their own sailors and soldiers who chanced to fall as prisoners into the hands of the enemy. . . ." This small book would certainly bear out the truth of Mr. Tyler's remark."

Brooke Hindle, author of *The Pursuit of Science in Revolutionary America*, provides the introduction for the personal reminiscences of one of the most unusual and colorful of all the Americans who fought the British King: *The Narrative of Colonel Ethan Allen* (\$1.25—AE 1). When this was first published, in 1779, there were 115 words in the title. Ethan Allen was just about that boastful and given to exaggeration. Nevertheless, as Professor Hindle suggests, "Ethan Allen's *Narrative* is a classic of American history that has never lost the appeal demonstrated upon its first publication. It was written . . . about victories won and defeats suffered. . . . The vigor and conviction which the author injected into his account were the cause of its success and the reasons for its continuing value." The same vigor and conviction give it an appeal to today's youth. Readers who like heroes and villains, and most young people do, will find plenty of each in these pages.



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Stories of Indian captivity have always fascinated Americans. Perhaps no such story has had wider appeal or is of more interest today than the *Narrative of the Life of Mrs. Mary Jemison* (\$1.50—AE 3), for which Professor Allen W. Trelease of Wells College has written the introduction. The book was written by James E. Seaver after many conversations with the elderly "White Woman of the Genesee," and was first published in 1824. Captured as a young girl in Pennsylvania, during the French and the Indian Wars, Mary Jemison was turned over to a Seneca family, adopted into the tribe, married one of the braves, and chose to spend her life with the Indians when, after a few years, she had a chance to return to the remaining members of her family.

Three of these volumes deal with the cultural or social history of the early nineteenth century. In 1900, Lindsay Swift published what has come to be considered the best account of the best known of all American utopian communities: *Brook Farm: Its Members, Scholars and Visitors* (\$1.95—AE 4). This has a new introduction by Joseph Schiffman of Dickinson College. The longest of the first ten volumes in this series, this is an unabridged and unaltered reproduction of the original edition. Professor Schiffman notes that "Although the attempt at communal living failed economically, like so many others of its kind, it exerted an ennobling influence during the first memorable cultural period in American history" and "remains definitive. In the minds of countless readers, it has itself become part of the life of that community."

In 1878 William Alfred Hinds published his *American Communities*; this account of various nineteenth century utopias has become famous, and it is now reproduced in full, with a new introduction by Henry Bamford Parkes (\$1.25—AE 10). Included in the twenty chapters are descriptions of the communities at Economy, Zoar, Bethel, Aurora, Amana, Icaria, Oneida and Wallingford. There is also generous attention to the Shakers and to The Brotherhood of the New Life. Dr. Parkes notes that "*American Communities*, originally published in 1878, remains one of the most valuable sources for the history of the whole (utopian) movement, being based on personal visits to most of the communities still surviving in the eighteen-seventies and on conversations with their members."

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This new edition, to be published in January 1962, explains our economic system in short, compact lessons, and includes a wide variety of study aids. The text covers thoroughly the traditional subject matter of economics—production, consumption, exchange and distribution—and the economic concepts are explained in terms of the experiences and interests of high school students. The text is thoughtfully illustrated by pictures, charts, tables, graphs and cartoons, all chosen to point up the basic principles of our free-enterprise system.

Government

THE PEOPLE GOVERN, by Paquin and Irish
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This paper-bound supplement brings the text up to date by including all recent developments affecting our government, such as the Congressional reapportionments based on the 1960 census, the inauguration of President Kennedy, as well as the important characteristics of the new administration. Study aids for the new material are also included in the supplement. This high school text is a factual, realistic, but colorful account of American democracy in action at all levels—local, county, state and nation.

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Charles T. Davis of Princeton University provides the introduction to the new edition of Lucy Larcom's *A New England Girlhood* (\$1.75—AE 9). This account of Miss Larcom's early years has little to do with her later literary and educational successes. It does, however, give real insight into economic and social conditions in the New England of the second quarter of the nineteenth century. Miss Larcom's widowed mother secured employment as a housekeeper for a corporation boarding house, and Lucy found work in the textile mills. This first-hand account of life among the "Lowell Girls" will have a wide appeal to adolescents.

The final volume among the first ten that have been published is Sarah Bradford's *Harriet Tubman, The Moses of Her People* (\$1.25—AE 7), with a new introduction by Butler A. Jones of Ohio Wesleyan University. The importance of humanitarian motives in the cause of the Civil War is emphasized in this account of the work both in the Underground Railroad and during the Civil War of a former slave. The original edition appeared in 1869; this is a reprint of the expanded edition of 1886. There are few orig-

inal sources dealing with the role of Negroes in loosening the grip of the slave system. Young readers will find this a dramatic and highly emotional account.



OUTSTANDING EDUCATION BOOKS OF 1960

To help readers find the most useful titles among the 725 educational publications issued during 1960, the Enoch Pratt Free Library of Baltimore has made available a leaflet describing briefly 45 outstanding books. The books were selected with the help of educational authorities from all parts of the United States. Members of the National Council will be pleased to know that one of the NCSS publications, the thirtieth Yearbook, edited by Franklin Patterson, *Citizenship and a Free Society: Education for the Future*, is on the list.

Reprints of the entire list, which appeared originally in the May 1961 issue of the *NEA Journal*, are available from the Publications Department, Enoch Pratt Free Library, 400 Cathedral Street, Baltimore 1, Maryland, at 5 cents a copy, cash with order.

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CURRICULUM MATERIALS

(Continued from page 294)

stricted to state education departments and curriculum laboratories.

A social studies Study-Production Committee, composed of teachers, administrators, and a supervisor, worked under the aegis of a State-Wide Secondary Curriculum Committee, established in 1953, in producing this guide. Introductory pages explain the organization and operation of the secondary committee and summarize characteristics of, and factors in secondary education. A statement of philosophy and list of objectives for social studies emphasizes social attitudes, skills, and understandings. Scope and sequence charts (for twelve grades) designate subjects and units. The European backgrounds course for Grade 7 is closely meshed with American history for Grade 8. Ninth-grade citizenship includes four units dealing with the political problems. Other courses reflect the national pattern. There are brief general discussions of methods and materials for social studies.

Each unit in each course is outlined with parallel columns listing (1) topics of subject matter, and (2) resources and activities, with the latter predominating. Introductions to the units relate each of them to preceding study, suggest initiatory questions, and list generalizations that should be acquired.

PAMPHLETS AND GOVERNMENT PUBLICATIONS

(Continued from page 305)

Miscellaneous

Growth and Taxes: Steps for 1961 (Committee for Economic Development, 711 5th Ave., New York 22, N.Y. 60 p. \$1) suggests needed tax reforms and is critical of the present federal tax system which places a high burden upon income and relatively little on consumption; a high burden upon additional income from extra effort, talent, enterprise and investment; and upon corporate profits. These characteristics are "especially important to the system's effects on growth."

The Council on Human Relations, 281 The Arcade, Cleveland 14, Ohio has produced a teaching resource rich in ideas and suggestions for obtaining a wide range of materials. *Handbook in Human Relations* and further details concerning the work of the Center may be obtained by writing to the Director, Mr. J. D. Nobel.

THE HOUR GLASS

(Continued from page 275)

every advance in productivity. This problem is especially serious in those countries with limited natural resources. But the population explosion and other problems only serve to make the challenge of the underdeveloped world more urgent.

The possibility of nuclear war is, of course, the great peril immediately confronting us, threatening as it does the extinction of civilization itself. Many thoughtful people the world over agree that the only answer to this terrible threat is a body of world law binding upon all nations. The United Nations as it now stands has neither the body of law nor the power to enforce it. Whether we, not to mention other peoples, are prepared to make and implement the decisions that will enable us to build an orderly world and thus to eliminate the threat of nuclear warfare is as yet an unanswered question. But even if we have the wisdom and the will to eliminate the threat of nuclear war, the problem of building an orderly world will still remain, and the challenge from two-thirds of the world's people now living in poverty will still confront us.

The Western World, not the Communists, started the democratic revolution. We, not the Communists, provided the first demonstration that people could live in the light of freedom and, using the instruments of science and technology, could eliminate poverty and alleviate suffering and reach toward ever higher and more fruitful ways of life. We, not the Communists, are the heirs of this proud heritage, and it should be, it must be, our destiny to help other peoples along the road we have been traveling.

The time has come when all of us must stand up and be counted. The time is not next year or the year after next. The time is now. We need bold, creative action and decisions based on a clear understanding of the principles that have nourished the free world. As C. P. Snow wrote back in 1956, "Isn't it time we began? The danger is, we have been brought up to think as though we had all the time in the world. We have very little time. So little that I dare not guess at it."

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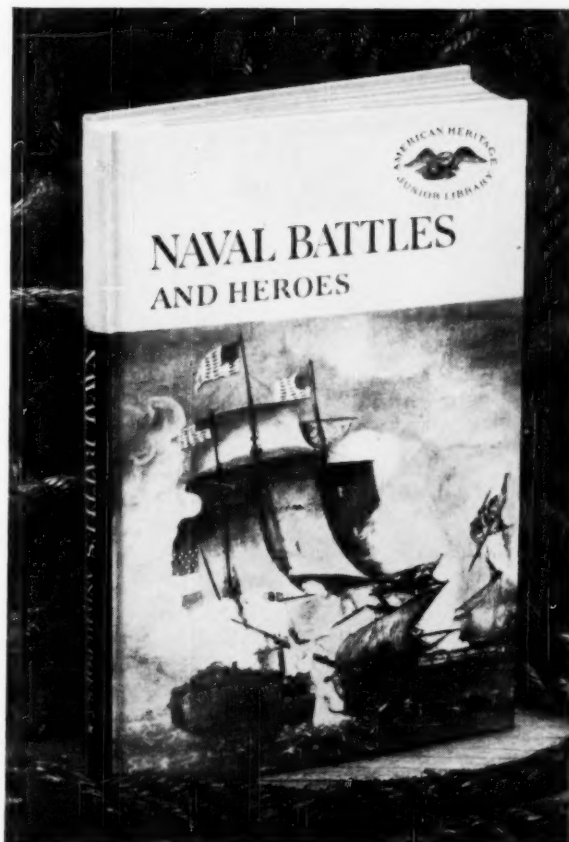
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